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ABSTRACT

This module on private security guard training was designed under the direction of the Oklahoma Council on Law Enforcement Education and Training to teach basic skills necessary for entry-level employment in this field. This module contains four instructional units that cover the following topics: (1) public relations; (2) performing fixed post duties; (3) patrolling; and (4) investigating security incidents. Each instructional unit follows a standard format that includes some or all of these seven basic components: performance objectives, suggested activities for the instructor, information sheets, supplements, assignment sheets, transparency masters, written tests, and answers to tests and assignment sheets. (KC)

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PRIVATE SECURITY TRAINING

PHASE 2: SECURITY GUARD INSTRUCTOR EDITION

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AD 1134

Private Security Training

Developed by
Oklahoma State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

under the direction of

Oklahoma Council on Law Enforcement Education and Training

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PRIVATE SECURITY TRAINING
Phase 2

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FOREWORD

The *Oklahoma Security Guard and Private Investigator Act* was enacted by the Oklahoma legislature in 1987, and designed not only to regulate, but provide consistent training standards for the private security industry in the State of Oklahoma.

The Council on Law Enforcement Education and Training (CLEET), whose mandate is the education and training of peace officers in the State of Oklahoma, has been deemed the agency best suited to develop standards and oversee the training of the many security specialists in Oklahoma.

The Department of Public Safety, the Council, and the Oklahoma State Department of Vocational and Technical Education, have worked closely with representatives of the security and private investigator industries to determine the training needs and develop a comprehensive training curriculum for security guards, armed security guards, and private investigators.

The educational institutions where this training will be conducted were selected for their ability to provide the instructors and facilities needed to accomplish these training objectives in a manner that will best benefit the private security industry.

Students who successfully complete the training program can take pride in knowing that they are now in the ranks of the best trained security officers and private investigators in the United States.

The future of the security industry rests on the education and training received today, and the professionalism demonstrated tomorrow.

We wish you the best of success in your future endeavors.

Don P. Holyfield
Director
Council on Law Enforcement Education and Training

Roy Peters, Jr.
Director
Oklahoma State Department of
Vocational and Technical Education

ACKNOWLEDGMENTS

Special thanks go to those persons at the Council on Law Enforcement Education and Training who directed or assisted in the development of *Private Security Training.* These persons include Don Holyfield, Jim Tidmore, Carl Cloud, Johnny F. Dirck, Randy Jacoby, Glen McEntire, and Timothy Brauer.

Thanks also go to the members of the curriculum validation committees.

Other contributors to the development of these materials include Woody Bastemeyer, President, Western Investigations and Security Corporation; Cleo L. Fowler, business and private security consultant; Charles Davis; and Dudlee Linger.

A very special thanks is due Mary K. Bergen at CLEET for her efforts during all phases of this project. Her work provided continuity to the development of *Private Security Training.*

Thanks are also extended to Woody Gates and the members of the Oklahoma Private Investigators Association for their support and input for the Phase 3 units of instruction.

The text of Phase 4 resulted from a combined effort by many individuals, including Randy Jacoby, Glen McEntire, John Boren, Charles Brown, Chuck Day, and Timothy Brauer. Thank you for your input and direction!

The development of the final text for security guards could not have been completed without the support and assistance of Dr. Larry Ann Holley and Mr. Dick Schellin at Central Oklahoma Area Vocational-Technical School in Drumright. Thank you for your critical review!

Private Security Training could not have been prepared without the work of the Graphics Division, the Communication Center, and the Print Shop at the State Department of Vocational and Technical Education in Stillwater. Special appreciation goes to everyone involved in preparing each unit of instruction for each training *Phase.*

I also want to thank Dr. Charles O. Hopkins, Assistant State Director; Greg Pierce, CIMC Coordinator; Sheila Stone, Coordinator of Curriculum Development; Vikki Dearing, Coordinator of Adult Training and Development; Jimmy F. Roblyer, Adult Training Specialist; Kristi Treadwell, Adult Training Specialist; and Keith Harp, Assistant Coordinator, Instructional Services at the Oklahoma State Department of Vocational and Technical Education for their support, guidance and contributions!

Craig A. Maile,
Technical Writer
Curriculum and Instructional Materials Center

USE OF THIS PUBLICATION

Objective Sheet (white pages)

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reach the unit objective.

Because the objectives of the unit provide direction for the teaching-learning process, it is important for the instructor and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials. Each student should have a copy of the objective sheet to refer to throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit.

The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Suggested Activities (pink pages)

The suggested activities help instructors plan their presentation of the unit. Reading the suggested activities before teaching the unit allows time to obtain supplemental materials and audiovisuals and to contact outside resources. Instructor duties will vary according to the particular unit.

References listed are those used in the development of the unit. The instructor may use the references to supplement knowledge of the subject area or to guide students with particular interests or occupation objectives in the area covered. Suggested resources are also listed.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the objectives of the unit. The information sheet serves as an excellent guide for presenting background knowledge necessary for skill development. It also may be used for coordination activities and advisory committees.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. **NOTES** are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories that tell the student how to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements (green pages)

Supplements include instructions that could be used for solving a problem or reinforcing the enrichment of learning. While supplements are not tested over directly, they may be used to assist in arriving at solutions using cognitive knowledge and higher-order thinking skills. They provide additional information for understanding the topic but may not have direct application to specific objectives.

Transparency Masters (white pages)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented on the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets (tan pages)

The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit. The Assignment Sheets are also not a part of the Written Test for any unit.

Assignment Sheets may be given to students for completion in class or for homework.

Written Tests (yellow pages)

The questions on the Written Test for each unit match the Specific Objectives on the Objective Sheet and cover the information presented in the Information Sheet. The questions on each Written Test are not multiple choice.

It is very important for instructors to note that students must complete each Written Test with a score of at least eighty-five percent (85%) in order to successfully complete each unit. In addition, students must successfully complete the licensing examination to be administered by CLEET.

The acceptable score on each Written Test, eighty-five percent (except First Aid and CPR), applies to the overall score and not to each individual question.

Scores Needed for 85%

Unit I	43 correct answers out of 50 possible
Unit II	10 correct answers out of 12 possible
Unit III	75 correct answers out of 88 possible
Unit IV	60 correct answers out of 71 possible

NOTE: The scores needed for 85% are rounded to the nearest whole number.

Answers to Assignment Sheets and Written Tests (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing our errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and suggestions for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET

PUBLIC RELATIONS

I

INTRODUCTION

Security guards represent their employers and their employer's clients. A security guard must often communicate with other people in order to perform assigned duties, such as answering the telephone, quieting public and private disputes, appearing in court and others. Basic public relations skills are important for effectively performing duties involving other people. They are also valuable for representing the employer and client in a professional way.

UNIT OBJECTIVE

After completing this unit, you will have basic public relations skills for security guards. These abilities will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Match terms associated with public relations with their correct definitions.
2. State guidelines for maintaining good physical appearance.
3. Describe a professional work area.
4. State general guidelines for communicating with people.
5. Select from a list general guidelines for communicating with the media.
6. State general guidelines for appearing in court.
7. Select from a list basic rules for using a telephone correctly during "normal" and emergency situations.
8. Select from a list basic rules for using a radio correctly.
9. List common responsibilities of a security guard for assisting the public.
10. Explain the role of the security guard in quieting disputes.
11. Select from a list guidelines for quieting disputes in public and private places.
12. Record telephone messages. (Assignment Sheet #1)
13. Demonstrate a proper response to a public dispute. (Assignment Sheet #2)

14. Demonstrate a proper response to a private dispute. (Assignment Sheet #3)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Invite guest speakers in advance.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Relate each definition to public relations. (For example, how does *rapport* relate to public relations?)
- Invite a local employer to explain the importance of public relations.

Objective 2

- Show TM 1.
- Discuss the many options for "proper dress" that are possible on the job.
- Demonstrate poor posture and ask students about their impressions of someone who does not maintain good physical appearance.

Objective 3

- Set up an example work area. Compare an "unprofessional" and a "professional" work area. Discuss the impressions that each work area leaves with people who see it. How can an "unprofessional" work area cause problems in performing assigned duties?

Objectives 4 and 5

- Show TM 2 and TM 3.
- Create role-plays using pairs of students. One student is the "security guard" and the other student is a visitor, employee, stranger, etc. Create different situations that test the communication and public relations skills of the "security guard." Evaluate each role-play as a group based on the guidelines given in Objective 4.
- Discuss or give examples of ways in which body language and tone of voice affect communication, in positive and negative ways.

Objective 6

- Show TM 4.
- Describe possible situations in which a security guard might have to appear in court.
- Emphasize that procedures for court appearances can vary from one employer to another. Refer to the importance of field notes and written reports, discussed in Phase 1.

Objective 7

- Show TM 5.
- Discuss other techniques for using the telephone effectively, such as:
    - being a good listener
    - taking accurate messages
    - being tactful
    - responding (tactfully) within your assigned duties and within the limits of your authority
    - when (and when not) to put a caller on "hold" or to transfer a caller
    - ending telephone conversations politely
- Create a "listening" exercise by adding special statements to your discussion, such as a personal experience, then ask the class questions a few minutes later about what you have said.
- Introduce Assignment Sheet 1. Discuss the answers as a group.

- Create a role-play using pairs of students. One student is a "dispatcher" and the other student is a security guard calling for emergency assistance by telephone. Provide a local telephone book. Describe an emergency, such as a fire, heart attack, etc., then have the students complete the role-play. The person playing the security guard should use his/her own home address when providing information to the "dispatcher." Discuss each role-play as a group and evaluate each role-play based on the guidelines given in Objective 7. (Did the "security guard" also choose the correct emergency number from the telephone book?)

Objective 8

- Show TM 6.
- Create role-plays that include standard descriptions of persons and vehicles. Discuss each role-play as a group based on the guidelines given in Objective 8 and in Phase 1 relating to standard descriptions.

Objective 9

- Show TM 7.
- Give examples of other possible duties of the security guard that involve assisting the public.
- Explain the importance of good public relations skills: the public might associate the image of the employer or client with the actions of the security guard.

Objective 10

- Emphasize the importance of calling the police when a dispute cannot be resolved. Remind students that the security guard is not a law enforcement officer.
- Discuss the possible consequences if a security guard improperly (and unsafely) intervenes in a family dispute.

Objective 11

- Show TM 8.
- Create role-plays for public and private disputes. Each role-play should include "disputers" and a "security guard." Discuss each role-play as a group and evaluate the responses of the "security guard" based on the guidelines given in Objective 11.

- Discuss ways of controlling a situation through body language and tone of voice.

- Introduce Assignment Sheet 2 and Assignment Sheet 3. Supplement each Assignment Sheet by having students prepare an "incident report" or "log book" entry for each dispute situation.

APPLICATION

Objectives 12-14

- Complete the Assignment Sheets as an in-class or take-home activity after discussing the related unit objectives.

- Review the related unit objectives before completing each Assignment Sheet, if needed.

- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.

- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, <u>but not earlier than the next class session.</u>

- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are *not* multiple-choice.

- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in units I-IV adapted with permission of:

  Burns International Security Services, from *Security Officer Training Program* (1986), *Management Systems Training Program* (1984), and *Burns Security Orientation Program* (1986).

  Pinkerton's, Inc., from *Pinkerton's Guard Training Manual.*

  Mr. Ron Wies, Sr.

INFORMATION SHEET	PUBLIC RELATIONS I

OBJECTIVE 1 **Match terms associated with public relations with their correct definitions.**

Appearance — The outward show or image presented by a person or thing, often used to form an opinion of that person or thing.

Information — Communication of knowledge.

Oral Communication — The exchange of thoughts, messages, or information through speech.

Public Relations — The methods and activities presented to promote a favorable relationship.

Rapport — A relationship of mutual trust between individuals.

OBJECTIVE 2 **State guidelines for maintaining good physical appearance.**

1. Keep your uniform neatly pressed and complete.

   NOTE: A complete uniform has all of the elements intact.

2. Be well-groomed.

3. Sit and stand using good posture.

   NOTE: Poor posture is unprofessional.

4. Keep your hands and nails clean.

OBJECTIVE 3 **Describe a professional work area.**

A professional work area creates a good impression and can help the security guard to perform assigned duties quickly and effectively.

Your desk and/or counter should always be clean and organized, as well as the immediate area around your work station or post. A professional work area is free of clutter, such as food and beverages, magazines, nightsticks, radios, and other items.

OBJECTIVE 4 **State general guidelines for communicating with people.**

- Be courteous to others.

- Be polite.

  NOTE: Remain calm and never lose your cool toward a person.

- Be a professional.

  NOTE: DO NOT let people take advantage of you or your friendship with them.

  EXAMPLE: You may recognize someone by sight or be on good terms with someone through your everyday contact with the persons around you. Some individuals may try to use their friendship with you because they believe that you will be less strict with them than with other persons. Always maintain your professional standards and treat everyone equally.

- Speak clearly and to the point.

OBJECTIVE 5 **Select from a list general guidelines for communicating with the media.**

IMPORTANT: While communicating with the media, you are in the public eye and are representing your employer or client in a very visible way. The way in which you interact with the media may positively or negatively affect the public's perception of you and your employer or client.

- Be pleasant at all times — you must present your employer or client in a favorable way.
- Be organized and prepared.
- Assist the media within the limits of your orders.
- Listen carefully.
- Clarify any questions that are not clear *before* you answer them.
- Maintain your role as a spokesperson for your employer or client.

  NOTE: Do not allow the media to put you in a defensive situation.

- Keep to the facts or to your authorized statement.

  IMPORTANT: Decline to comment if you are not authorized to make a statement.

- Be sure that your responses are clear and are not subject to interpretation.

  NOTE: Give verbal answers, not suggestions or gestures. Your voice inflection, or the way in which you stress words and alter your pitch, is also vital to effective communication.

OBJECTIVE 6 **State general guidelines for appearing in court.**

- Be neat in appearance

  NOTE: Follow your employer's policies regarding court appearances and proper dress.

- Be courteous
- Be honest and accurate

  NOTE: Use your field notes to tell exactly what happened and when it happened.

- Be understanding

  NOTE: Appreciate the other person's opinion.

- Be yourself

  NOTE: Always project a professional image to maintain your credibility.

OBJECTIVE 7 **Select from a list basic rules for using a telephone correctly during "normal" and emergency situations.**

"NORMAL" SITUATIONS

1. Identify yourself
2. Be polite when speaking and listening
3. Speak clearly
4. Explain the reason a person may not be reached
5. Take accurate messages as needed
6. Avoid talking to other people while someone is on the line
7. Apologize for any mistakes or delays
8. Always hang up last

EMERGENCY SITUATIONS

IMPORTANT: To report an emergency over the telephone, you must always allow the dispatcher at the appropriate emergency number to ask you the relevant questions.

1. Learn and post the appropriate emergency numbers

2. Know the proper procedures for handling emergency situations

   NOTE: Follow your client's or employer's instructions for dealing with emergency situations.

3. Follow all directions given by the emergency dispatcher

   IMPORTANT: Remain calm and allow the dispatcher to gather the needed information from you. Do not "flood" the dispatcher with information.

4. Be prepared to supply needed information

   NOTE: The kinds of questions and their order will vary.

   EXAMPLE:

   - Your name and title
   - Emergency location — place and street address, floor, room or office number
   - Emergency type — injury from a fall, heart attack or stroke, seizure, gunshot wound, etc.
   - Meeting point for emergency responders

IMPORTANT: DO NOT hang up until the other party hangs up!

OBJECTIVE 8 **Select from a list basic rules for using a radio correctly.**

1. Listen on the frequency that you want to use.

   NOTE: Be sure that your transmission will not interfere with communications in progress.

2. Adjust the squelch control knob to eliminate receiver noise.

   NOTE: Do not adjust the knob beyond this point. This will reduce the receiver's range.

3. Hold the microphone no more than two (2) inches from your mouth at about a forty-five degree angle.

4. Press the microphone button, wait two (2) seconds, then speak.

   NOTE: This will allow the transmitter to reach the peak outage level and will avoid possibly cutting-off the first part of your message.

5. Speak clearly, with your voice just *above* a normal conversational level.

   NOTE: Keep your voice as natural as possible. Do not shout, mumble, or talk too fast. Choose words that are clear, distinct, and forceful. You must be understood.

6. Be efficient and courteous.

   IMPORTANT: Do not use objectionable language at any time, and avoid using words or tones that express irritation, disgust, sarcasm, or satire.

Effective radio communication must be clear and simple. Be sure that the person to whom you are speaking does not misunderstand your message.

OBJECTIVE 9 **List common responsibilities of a security guard for assisting the public.**

- Directing visitors/employees to various areas on the premises
- Providing information to visitors/employees
- Providing authorized emergency aid to persons on the premises

OBJECTIVE 10 **Explain the role of the security guard in quieting disputes.**

Family and other disputes can pose several problems for a security guard. In such disputes, you are an outsider to the argument, whether in a public place or in private. Such arguments are delicate matters that must be dealt with carefully and tactfully to avoid injury and unnecessary embarrassment. Your orders may require you to intervene in a family or other dispute in order to resolve the immediate conflict. However, it is NEVER your job to act as a family or marriage counselor. (Leave such counseling to other professionals.)

OBJECTIVE 11

Select from a list guidelines for quieting disputes in public and private places.

PUBLIC DISPUTES

1. Be pleasant and helpful

   EXAMPLE: Smile!

2. Calmly explain that the dispute is disturbing others

   CAUTION: NEVER touch or step between the persons involved in a family dispute.

3. Explain the position of management

4. If they refuse to quiet down, ask them to please leave the premises

   NOTE: Be sure to inform them that they are welcome to return in the future.

5. Call the police (or have someone do it for you) if the disputers refuse to leave peacefully

PRIVATE DISPUTES

1. Be pleasant and helpful

   EXAMPLE: Smile!

2. Calmly explain that the dispute is disturbing others

3. Gently but firmly advise the disputers to resolve their argument quietly

4. NEVER touch or step between the persons involved in a family dispute

5. If they refuse to quiet down, advise them again to find a peaceful solution

   NOTE: Always be alert for dangerous situations. If you are physically threatened or if weapons appear, leave the premises! Do not exceed the bounds of your personal safety.

6. Call the police if other responses fail

NOTE: Make a Citizen's Arrest *only* IF YOUR CLIENT OR EMPLOYER AUTHORIZES.

> You should not make a Citizen's Arrest unless your client or employer authorizes you to do so. Once you have tried to diffuse the disturbance, always follow your client's or employer's policies about any further action that may be necessary.

GUIDELINES FOR MAINTAINING GOOD PHYSICAL APPEARANCE

- Keep your uniform neatly pressed and complete.

  NOTE: A complete uniform has all of the elements intact.

- Be well-groomed.

- Sit and stand using good posture.

  NOTE: Poor posture is unprofessional.

- Keep your hands and nails clean.

GUIDELINES FOR COMMUNICATING WITH PEOPLE

- Be courteous to others.
- Be polite.

  NOTE: Remain calm and never lose your cool toward a person.

- Be a professional.

  NOTE: DO NOT let people take advantage of you or your friendship with them.

  EXAMPLE: You may recognize someone by sight or be on good terms with someone through your everyday contact with the persons around you. Some individuals may try to use their friendship with you because they believe that you will be less strict with them than with other persons. Always maintain your professional standards and treat everyone equally.

- Speak clearly and to the point.

GUIDELINES FOR COMMUNICATING WITH THE MEDIA

IMPORTANT: While communicating with the media, you are in the public eye and are representing your employer or client in a very visible way. The way in which you interact with the media may positively or negatively affect the public's perception of you and your employer or client.

- Be pleasant at all times — you must present your employer or client in a favorable way.
- Be organized and prepared.
- Assist the media within the limits of your orders.
- Listen carefully.
- Clarify any questions that are not clear *before* you answer them.
- Maintain your role as a spokesperson for your employer or client.

  NOTE: Do not allow the media to put you in a defensive situation.
- Keep to the facts or to your authorized statement.

  IMPORTANT: Decline to comment if you are not authorized to make a statement.
- Be sure that your responses are clear and are not subject to interpretation.

  NOTE: Give verbal answers, not suggestions or gestures. Your voice inflection, or the way in which you stress words and alter your pitch, is also vital to effective communication.

GENERAL GUIDELINES FOR APPEARING IN COURT

- Be neat in appearance.

  NOTE: Follow your employer's policies regarding court appearances and proper dress.

- Be courteous.

- Be honest and accurate.

  NOTE: Use your field notes to tell exactly what happened and when it happened.

- Be understanding.

  NOTE: Appreciate the other person's opinion.

- Be yourself.

  NOTE: Always project a professional image to maintain your credibility.

USING A TELEPHONE CORRECTLY

"NORMAL" SITUATIONS

1. Identify yourself.
2. Be polite when speaking and listening.
3. Speak clearly.
4. Explain the reason a person may not be reached.
5. Take accurate messages as needed.
6. Avoid talking to other people while someone is on the line.
7. Apologize for any mistakes or delays.
8. Always hang up last.

USING A TELEPHONE CORRECTLY

EMERGENCY SITUATIONS

IMPORTANT: To report an emergency over the telephone, you must always allow the dispatcher at the appropriate emergency number to ask you the relevant questions.

1. Learn and post the appropriate emergency numbers.

2. Know the proper procedures for handling emergency situations.

   NOTE: Follow your client's or employer's instructions for dealing with emergency situations.

3. Follow all directions given by the emergency dispatcher.

   IMPORTANT: Remain calm and allow the dispatcher to gather the needed information from you. Do not "flood" the dispatcher with information.

4. Be prepared to supply needed information.

   NOTE: The kinds of questions and their order will vary.

   EXAMPLE:

   - You name and title
   - Emergency location — place and street address, floor, room or office number
   - Emergency type — injury from a fall, heart attack or stroke, seizure, gunshot wound, etc.
   - Meeting point for emergency responders

IMPORTANT: DO NOT hang up until the other party hangs up!

USING A RADIO CORRECTLY

1. Listen on the frequency that you want to use.

   NOTE: Be sure that your transmission will not interfere with communications in progress.

2. Adjust the squelch control knob to eliminate receiver noise.

   NOTE: Do not adjust the knob beyond this point. This will reduce the receiver's range.

3. Hold the microphone no more than two (2) inches from your mouth at about a forty-five degree angle.

4. Press the microphone button, wait two (2) seconds, then speak.

   NOTE: This will allow the transmitter to reach the peak outage level and will avoid possibly cutting-off the first part of your message.

USING A RADIO CORRECTLY

5. Speak clearly, with your voice just *above* a normal conversational level.

   NOTE: Keep your voice as natural as possible. Do not shout, mumble, or talk too fast. Choose words that are clear, distinct, and forceful. You must be understood.

6. Be efficient and courteous.

   IMPORTANT: Do not use objectionable language at any time, and avoid using words or tones that express irritation, disgust, sarcasm, or satire.

Effective radio communication must be clear and simple. Be sure that the person to whom you are speaking does not misunderstand your message.

COMMON RESPONSIBILITIES FOR ASSISTING THE PUBLIC

- Directing visitors/employees to various areas on the premises
- Providing information to visitors/employees
- Providing authorized emergency aid to persons on the premises

QUIETING DISPUTES

PUBLIC DISPUTES

1. Be pleasant and helpful.

   EXAMPLE: Smile!

2. Calmly explain that the dispute is disturbing others.

   CAUTION: NEVER touch or step between the persons involved in a family dispute.

3. Explain the position of management.

4. If they refuse to quiet down, ask them to please leave the premises.

   NOTE: Be sure to inform them that they are welcome to return in the future.

5. Call the police (or have someone do it for you) if the disputers refuse to leave peacefully.

QUIETING DISPUTES

PRIVATE DISPUTES

1. Be pleasant and helpful.

   EXAMPLE: Smile!

2. Calmly explain that the dispute is disturbing others.

3. Gently but firmly advise the disputers to resolve their argument quietly.

4. NEVER touch or step between the persons involved in a family dispute.

5. If they refuse to quiet down, advise them again to find a peaceful solution.

   NOTE: Always be alert for dangerous situations. If you are physically threatened or if weapons appear, leave the premises! Do not exceed the bounds of your personal safety.

6. Call the police if other responses fail.

   NOTE: Make a Citizen's Arrest *only* IF YOUR CLIENT OR EMPLOYER AUTHORIZES.

> You should not make a Citizen's Arrest unless your client or employer authorizes you to do so. Once you have tried to diffuse the disturbance, always follow your client's or employer's policies about any further action that may be necessary.

ASSIGNMENT SHEET 1	PUBLIC RELATIONS I

Name _____ Score _____

OBJECTIVE 12

Record telephone messages.

INTRODUCTION

As a licensed security guard, you may have to answer the telephone while on the job (consistent with your post orders or authorized duties). Using a telephone correctly is a public relations skill because you are representing your employer or client while responding to the caller. By correctly recording telephone messages, you can assist your employer or client and the public at the same time.

DIRECTIONS

- Read each situation carefully.
- For each situation, record a message on the blank message forms. Use one form for each message.
- Use your name or initials. All dates should be based on the current date.

SITUATION 1

While at your post at 4:35 p.m., you receive a call for your client's personnel manager, Frank Breslin, from Kimberly Mason. The caller is an applicant for a systems analyst position at your client's facility and is calling to reschedule an interview currently set for the next day at 2:00 p.m. The preferred new time is 3:00 p.m. of the same day. The caller would appreciate a confirmation of this change by 5:00 p.m. today, if possible, and can be reached at 555-8035.

SITUATION 2

A customer of your client's company, XYZ Company, calls after working hours at 5:10 p.m. The caller, Fred Williams of ABC Company, is returning your client's call of two days earlier regarding a renegotiation of delivery dates. Mr. Williams will call your client, Richard Tomlyanovich, tomorrow morning.

ASSIGNMENT SHEET 1 - PS: PHASE 2
I - 39

IMPORTANT MESSAGE

FOR _____ A.M.

DATE _____ TIME _____ P.M.

WHILE YOU WERE AWAY

M _____

OF _____

PHONE NO. _____

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL			

MESSAGE _____

SIGNED _____

IMPORTANT MESSAGE

FOR _____ A.M.

DATE _____ TIME _____ P.M.

WHILE YOU WERE AWAY

M _____

OF _____

PHONE NO. _____

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL			

MESSAGE _____

SIGNED _____

ASSIGNMENT SHEET 2	PUBLIC RELATIONS I

Name _____ Score _____

OBJECTIVE 13

Demonstrate a proper response to a public dispute.

DIRECTIONS

- Read the situation carefully.
- Answer the questions that follow.

THE SITUATION

Two customers at your employer's store get your attention because of their tone of voice and because you can hear them from some distance away. As you approach the customers, you decide that they are in fact arguing over something. Other customers are staring at the two people who are arguing.

QUESTIONS

1. How would you respond to this dispute? Explain your answer in detail.

_____

_____

_____

_____

_____

_____

_____

_____

2. If you are called to the store exit and find the same two people shouting and pushing each other around, frightening and preventing other customers from leaving, how would you respond? Explain your answer.

_____

_____

_____

ASSIGNMENT SHEET 3	PUBLIC RELATIONS I

Name _____ Score _____

OBJECTIVE 14

Demonstrate a proper response to a private dispute.

DIRECTIONS

- Read the situation carefully.
- Answer the questions that follow.

THE SITUATION

You are working as a security guard at the Fountain Valley apartment complex. While at your post one evening at 6:45 p.m., you receive a telephone call from a resident of the complex about a very loud argument in Building C, Apartment 7. You are familiar with this apartment because the tenants, a young married couple, have been reported many times by other tenants for their arguments. You have had to call the police to Apartment 7 twice before, when the dispute turned into a fight in the parking lot in front of the apartment. This is the first complaint tonight. You have also had to respond to similar complaints about other tenants over the past six months. As you approach the apartment, you can hear the argument clearly. The husband answers the door after you have knocked twice without any other response but some obscenities shouted in your direction from inside the apartment. When the door finally opens, you can see past the husband's shoulder into the kitchen and notice that the woman inside is visibly shaken and is crying.

QUESTIONS

1. How would you respond to this dispute? Explain your answer in detail.

_____

_____

_____

_____

_____

_____

_____

_____

2. How would you respond to a second complaint about the same dispute? How would you respond to a third complaint? Explain your answers.

3. If the dispute involved physical abuse in your presence, how would you respond? Explain your response.

ASSIGNMENT SHEET 1

See the completed message forms on the next page.

ASSIGNMENT SHEET 2

Evaluate the student's answers to the given questions in terms of the application of these guidelines:

- Be pleasant and helpful
- Calmly explain that the dispute is disturbing others
- Explain the position of management
- If they refuse to quiet down, ask them to please leave the premises
- Call the police (or have someone do it for you) if the disputers refuse to leave peacefully

ASSIGNMENT SHEET 3

Evaluate the student's answers to the given questions in terms of the application of these guidelines:

- Be pleasant and helpful
- Calmly explain that the dispute is disturbing others
- Gently but firmly advise the disputers to resolve their argument quietly
- Never touch or step between the persons involved in a family dispute
- If they refuse to quiet down, advise them again to find a peaceful solution
- Call the police if other responses fail

IMPORTANT MESSAGE

FOR Mr. Frank Breslin

DATE Today's date TIME 4:35 A.M. (P.M.)

WHILE YOU WERE AWAY

Ms. Kimberly Mason

OF Applicant for Systems Analyst

PHONE NO. 555-8035

TELEPHONED	✓	PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU	✓	RUSH	
RETURNED YOUR CALL			

MESSAGE Would like to reschedule interview tomorrow at 3:00 p.m. Please call by 5:00 p.m. today if possible.

SIGNED Your initials

45

IMPORTANT MESSAGE

FOR Mr. Richard Tomlyanovich

DATE Today's date TIME 5:10 A.M. (P.M.)

WHILE YOU WERE AWAY

Mr. Fred Williams

OF ABC Company

PHONE NO. —

TELEPHONED	✓	PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	✓
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL	✓		

MESSAGE Will call tomorrow morning about renegotiation of delivery dates.

SIGNED Your initials.

46

WRITTEN TEST	PUBLIC RELATIONS I

Name _____ Score _____

OBJECTIVE 1

Match terms associated with public relations with their correct definitions. Write the correct letter in each blank.

a. Rapport
b. Public relations
c. Oral communication
d. Appearance
e. Information

_____1. The exchange of thoughts, messages, or information through speech.

_____2. A relationship of mutual trust between individuals.

_____3. Communication of knowledge.

_____4. The methods and activities presented to promote a favorable relationship.

_____5. The outward show or image presented by a person or thing, often used to form an opinion of that person or thing.

OBJECTIVE 2

State guidelines for maintaining good physical appearance.

1. _____
2. _____
3. _____
4. _____

OBJECTIVE 3

Describe a professional work area.

_____

_____

_____

_____

OBJECTIVE 4 **State general guidelines for communicating with people.**

1. _____

2. _____

3. _____

4. _____

OBJECTIVE 5 **Select from a list general guidelines for communicating with the media.** Write an X in the blank beside each guideline.

_____1. Be pleasant at all times

_____2. Be organized and prepared

_____3. Assist the media within the limits of your orders

_____4. Decline to comment at all times

_____5. Listen carefully

_____6. Clarify any questions that are not clear before you answer them

_____7. Stay on the defensive when answering questions

_____8. Maintain your role as a spokesperson for your employer or client

_____9. Keep to the facts or to your authorized statement

_____10. Be sure that your responses are clear and are not subject to interpretation

OBJECTIVE 6 **State general guidelines for appearing in court.**

1. _____

2. _____

3. _____

4. _____

5. _____

OBJECTIVE 7

Select from a list basic rules for using a telephone correctly during "normal" and emergency situations. Write an X in the blank beside each rule.

"NORMAL" SITUATIONS

_____1. Identify yourself

_____2. Be polite when speaking and listening

_____3. Speak clearly

_____4. Avoid taking messages

_____5. Explain the reason a person may not be reached

_____6. Place a caller on "hold" while you talk to someone else

_____7. Apologize for any mistakes or delays

_____8. Always hang up first

EMERGENCY SITUATIONS

_____9. Learn and post the appropriate emergency numbers

_____10. Know the proper procedures for handling emergency situations

_____11. Always speak first and give all of the information that you have

_____12. Follow all directions given by the emergency dispatcher

_____13. Be prepared to supply needed information

OBJECTIVE 8

Select from a list basic rules for using a radio correctly. Write an X in the blank beside each rule.

_____1. Listen on the frequency that you want to use

_____2. Interrupt any communications in progress on the frequency you need

_____3. Adjust the squelch control knob to eliminate receiver noise

_____4. Hold the microphone no more than two (2) inches from your mouth at about a forty-five degree angle

_____5. Press the microphone button, wait two (2) seconds, then speak

_____6. Speak clearly, with your voice just below a normal conversational level

_____7. Be efficient and courteous

OBJECTIVE 9

List common responsibilities of a security guard for assisting the public. List three (3) common responsibilities.

1. _____

_____

2. _____

_____

3. _____

_____

OBJECTIVE 10

Explain the role of the security guard in quieting disputes.

_____

_____

_____

_____

_____

_____

OBJECTIVE 11

Select from a list guidelines for quieting public and private disputes. Write an X in the blank beside each guideline.

_____1. Be pleasant and helpful

_____2. Calmly explain that the dispute is disturbing others

_____3. Touch or step between the persons involved in a family dispute

_____4. Explain the position of management

_____5. If they refuse to quiet down, ask them to please leave the premises (in a public dispute)

_____6. If they refuse to quiet down, advise them again to find a peaceful solution (in a private dispute)

_____7. Choose a "side" and settle the dispute

_____8. Make a citizen's arrest if the dispute is not settled

NOTICE The Assignment Sheets in this unit are not part of the Written Test. If you have not completed these Assignment Sheets, check with your instructor.

OBJECTIVE 1

1. c
2. a
3. e
4. b
5. d

OBJECTIVE 2

1. Keep your uniform neatly pressed and complete
2. Be well-groomed
3. Sit and stand using good posture
4. Keep your hands and nails clean

OBJECTIVE 3

A professional work area creates a good impression and can help the security guard to perform assigned duties quickly and effectively. Your desk and/or counter should always be clean and organized, as well as the immediate area around your work station or post. A professional work area is free of clutter, such as food and beverages, magazines, nightsticks, radios, and other items.

OBJECTIVE 4

1. Be courteous to others
2. Be polite
3. Be a professional
4. Speak clearly and to the point

OBJECTIVE 5

1, 2, 3, 5, 6, 8, 9, 10

OBJECTIVE 6

1. Be neat in appearance
2. Be courteous
3. Be honest and accurate

4. Be understanding

5. Be yourself

OBJECTIVE 7 1, 2, 3, 5, 7, 9, 10, 12, 13

OBJECTIVE 8 1, 3, 4, 5, 7

OBJECTIVE 9

1. Directing visitors/employees to various areas on the premises
2. Providing information to visitors/employees
3. Providing authorized emergency aid to persons on the premises

OBJECTIVE 10 Family and other disputes can pose several problems for a security guard. In such disputes, you are an outsider to the argument, whether in a public place or in private. Such arguments are delicate matters that must be dealt with carefully and tactfully to avoid injury and unnecessary embarrassment. Your orders may require you to intervene in a family or other dispute in order to resolve the immediate conflict. However, it is never your job to act as a family or marriage counselor.

OBJECTIVE 11 1, 2, 4, 5, 6

NOTICE The Assignment Sheets in this unit are not part of the Written Test.

OBJECTIVE SHEET	PERFORMING FIXED POST DUTIES II

INTRODUCTION

A security guard's job involves a variety of duties and tasks. In this unit, you will learn about the common duties and tasks performed at fixed posts.

UNIT OBJECTIVE

After completing this unit, you will have basic skills for performing fixed post assignments. This skill will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Define fixed post duties.
2. Identify common types of fixed posts.
3. Select from a list guidelines for checking personnel and vehicle identifications.
4. List in order the steps for denying access.
5. Demonstrate proper responses when controlling access. (Assignment Sheet #1)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Invite guest speakers in advance.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Show TM 1.

Objective 2

- Show TM 2.
- Discuss possible variations on the types of fixed posts.

Objective 3

- Show TM 3.
- Discuss the importance of checking for proper identification.
- Review the phonetic alphabet from Phase 1. It might be needed for checking vehicle identifications.

Objective 4

- Create role-plays involving pairs of students. One student is the "security guard" and the other is a person seeking access to a controlled area. Create different role-plays that involve allowing access and denying access. Evaluate each role-play as a group based on the guidelines given in Objective 4. Also discuss the importance of public relations skills in denying access.

- Introduce Assignment Sheet 1.

APPLICATION

Objective 5

- Complete the Assignment Sheets as an in-class or take-home activity after discussing the related unit objectives.

- Review the related unit objectives before completing each Assignment Sheet, if needed.

- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.

- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, but not earlier than the next class session.

- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are not multiple-choice.

- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in units I-IV adapted with permission of:

  Burns International Security Services, from *Security Officer Training Program* (1986), *Management Systems Training Program* (1984), and *Burns Security Orientation Program* (1986).

  Pinkerton's, Inc., from *Pinkerton's Guard Training Manual.*

  Mr. Ron Wies, Sr.

INFORMATION SHEET	PERFORMING FIXED POST DUTIES II

OBJECTIVE 1 — **Define fixed post duties.**

Fixed post duties — Duties and tasks of a security guard on duty at a fixed post at the employer's or client's location.

OBJECTIVE 2 — **Identify common types of fixed posts.**

Vehicle gate house — This post is generally located at a main gate or parking facility.

Personnel gate — This post is used to check identification and handheld items.

Front security desk — This post is very common in corporate buildings and is often located in a main lobby.

Private office — This post often houses communications equipment, closed-circuit monitors and other security equipment.

OBJECTIVE 3 — **Select from a list guidelines for checking personnel and vehicle identifications.**

- Make sure the ID photo matches the person presenting the ID.
- Ask the person to hand you the ID (if your post orders allow).

  NOTE: Handle the ID only, not the wallet or purse itself.
- Get a clear look at the ID.

  NOTE: NEVER allow persons to flash their ID at you.
- NEVER admit anyone without a proper form of ID.
- Make sure the number on vehicle and personnel ID falls within the company's set range (if appropriate).

  EXAMPLE: Your client company has issued vehicle ID's with a range of 1100 to 1500. You would know that a person has a false ID if the ID number is over 1500 or under 1100.
- Make sure any vehicle ID is located in the correct place.

  REMEMBER: Your post orders may require you to check personnel and vehicle identifications.

OBJECTIVE 4

List in order the steps for denying access.

1. State your post orders
2. Maintain your authority
3. Contact your supervisor if needed

IMPORTANT: Make an entry in your shift report and a description in your incident report, if needed.

COMMON FIXED POST DUTIES

- Controlling access
- Checking personnel identifications
- Checking vehicle identifications
- Directing visitors
- Maintaining sign-in and sign-out records
- Answering the telephone

TYPES OF FIXED POSTS

- Vehicle gate house — This post is generally located at a main gate or parking facility.
- Personnel gate — This post is used to check identifications and hand-held items.
- Front security desk — This post is very common in corporate buildings and is often located in a main lobby.
- Private office — This post often houses communication equipment, closed-circuit monitors and other security equipment.

GUIDELINES FOR CHECKING PERSONNEL AND VEHICLE IDENTIFICATIONS

- Make sure the ID photo matches the person presenting the ID.
- Ask the person to hand you the ID (if your post orders allow).

  NOTE: Handle the ID only, not the wallet or purse itself.

- Get a clear look at the ID.

  NOTE: Never allow persons to flash their ID at you.

- Never admit anyone without a proper form of ID.
- Make sure the number on vehicle and personnel ID falls within the company's set range (if appropriate).
- Make sure any vehicle ID is located in the correct place.

ASSIGNMENT SHEET 1	PERFORMING FIXED POST DUTIES II

Name _____ Score _____

OBJECTIVE 5

Demonstrate proper responses when controlling access.

INTRODUCTION

Controlling access to a building or other area might be one of your assigned duties as a security guard. Correctly handling any situation that involves denying access is important for many reasons, such as for maintaining your authority, for avoiding a scene or incident, and for practicing good public relations.

DIRECTIONS

- Read each situation carefully.
- Answer the questions that follow each situation.

SITUATION 1

While you are at your fixed post, a front security desk, someone enters the building and flashes an ID card while walking past you toward the elevator.

1. How should you respond?

_____

_____

_____

_____

2. If the person fails to recognize your authority and enters the elevator, how should you respond? Explain your answer.

_____

_____

_____

_____

SITUATION 2

One of your assigned duties is to control access to an area designated "Authorized Personnel Only." You have a list of persons authorized to enter the area. Your post orders prohibit you from allowing anyone to enter the area who is not on the list. While you are on duty, two persons who work for your client approach the controlled area. One is an employee who is also a good friend of yours, and the other is another employee who has worked at your client's facility for eight years. You cannot find the name of either person on your access list.

3. Which person should you allow to enter the controlled area? Explain your answer.

_____

_____

_____

_____

4. How should you respond?

_____

_____

_____

_____

SITUATION 3

During your shift at the vehicle gate house, you stop an employee from entering the parking lot as she pulls up in her blue Toyota pickup (tag number PFY-269). You recognize the employee because you have checked her company ID card often, but today she arrives late and has forgotten her card. Your post orders prevent you from allowing anyone from entering the premises without an ID card. Only a supervisor can make an exception to the rule.

5. How should you respond?

_____

_____

_____

_____

6. If you are asked to supply the tag number of the employee's vehicle in order to help the supervisor verify the employee's identification, how would you report the tag number over the telephone using the phonetic alphabet?

_____

ASSIGNMENT SHEET 1

1. Politely ask the person to hand you the ID (if your post orders allow). Get a clear look at the ID. Allow or deny access according to post orders.

2. State your post orders, maintain your authority, and contact your supervisor if needed.

3. Neither person should be allowed to enter the controlled area. Your access list does not allow for either person to enter the area. The security guard should not allow a friendship to influence the decision to allow or deny access. Unless the post orders allow for exceptions, you should state your post orders, maintain your authority, and contact your supervisor if needed.

4. Same as 2.

5. State your post orders. Unless the post orders allow for exceptions, contact a supervisor who has authority to make an exception to the rule. Allow or deny access according to post orders.

6. "Paul Frank Young 269."

PERFORMING FIXED POST DUTIES

Name _____ Score _____

OBJECTIVE 1 **Define fixed post duties.**

_____

_____

_____

OBJECTIVE 2 **Identify common types of fixed posts.** Write the name of the type of fixed post in the space below each description.

1. This post is used to check identifications and hand-held items.

   _____

2. This post is generally located at a main gate or parking facility.

   _____

3. This post often houses communication equipment, closed-circuit monitors and other security equipment.

   _____

4. This post is very common in corporate buildings and is often located in a main lobby.

   _____

OBJECTIVE 3 **Select from a list guidelines for checking personnel and vehicle identifications.** Write an X in the blank beside each guideline.

_____1. Make sure the ID photo matches the person presenting the ID.

_____2. Ask the person to hand you the wallet or purse containing the ID.

_____3. Get a clear look at the ID.

_____4. Never admit anyone without a proper form of ID.

_____5. Make sure the number on vehicle ID only falls within the company's set range.

_____6. Make sure any vehicle ID is located in the correct place.

OBJECTIVE 4

List in order the steps for denying access.

1. _____

2. _____

3. _____

NOTICE

The Assignment Sheet in this unit is not part of the written test. If you have not completed this Assignment Sheet, check with your instructor.

OBJECTIVE 1

Duties and tasks of a security guard on duty at a fixed post at the employer's or client's location.

OBJECTIVE 2

1. Personnel gate
2. Vehicle gate house
3. Private office
4. Front security desk

OBJECTIVE 3

1, 3, 4, 6.

OBJECTIVE 4

(In this order:)

1. State your post orders.
2. Maintain your authority.
3. Contact your supervisor if needed.

NOTICE

The Assignment Sheet in this unit is not part of the Written Test.

OBJECTIVE SHEET	PATROLLING III

INTRODUCTION

Patrolling is a major duty for a security guard. Patrolling on foot or in a vehicle helps the security guard to protect the client's property against theft or vandalism, deter potential trespassers, and discover and report any incident that affects security or safety. These functions of patrolling are the same when patrolling a single location, such as a single building, or when patrolling along a route that includes different locations on the premises. Patrol duties are different for different employers or clients.

UNIT OBJECTIVE

After completing this unit, you will have basic skills for patrolling on foot or in a vehicle. These skills will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Match terms associated with patrolling with their correct definitions.
2. Select from a list general guidelines for patrolling on foot.
3. State basic guidelines for patrolling clocked rounds.
4. Identify types of alarm systems.
5. State basic guidelines for responding to alarms.
6. List advantages and disadvantages of patrolling in a vehicle.
7. Select from a list general guidelines for patrolling in a vehicle.
8. List steps for approaching persons while patrolling on foot.
9. Select from a list steps for approaching persons while patrolling in a vehicle.
10. List basic guidelines for approaching trespassers.
11. Explain the role of the security guard at a crime scene.
12. Select from a list basic guidelines for approaching a crime scene.
13. Name common fire hazards.

14. Name common safety violations.

15. Identify questions for major checkpoints of fire fighting equipment.

16. List possible signs of arson.

17. Select from a list basic guidelines for responding to signs of arson.

18. Describe a shift report.

19. Select from a list guidelines for completing a shift report.

20. Prepare a shift report. (Assignment Sheet #1)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Invite guest speakers in advance.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Relate each definition to patrolling.
- Invite a local employer to explain the importance of patrolling.

Objective 2

- Show TM 1.
- Describe possible foot patrol routes, indoors and outdoors. Discuss the different patrol conditions that are possible.

Objective 3

- Show an example of the clocks used for patrolling clocked rounds, and demonstrate their use.

Objective 4

- Discuss each type of alarm system.

Objective 5

- Show TM 2.
- Emphasize the possible danger if the security guard responds "blindly" to an alarm without waiting for assistance!

Objective 6

- Discuss the advantages and disadvantage(s).

Objective 7

- Show TM 3.

Objective 8

- Show TM 4.
- Create role-plays using pairs of students. One student is the "security guard" and the other student is a stranger, client's employee, or other person approached by the guard while patrolling. Include legitimate and non-legitimate reasons for the person to be on the premises. Evaluate the response of the "security guard" in each role-play as a group.

Objective 9

- Show TM 5.
- Discuss how different guidelines relate to safety.
- Emphasize the importance of using a radio, if available, when approaching someone while patrolling in a vehicle. Review the phonetic alphabet and the standard descriptions of persons and vehicles.
- Review the legal powers and limitations of private security professionals. (See Phase 1.)
- If possible, create a role-play for approaching someone in a vehicle. Use an empty parking lot, describe a possible situation, then ask students to respond to the situation:
    - Where would they park their patrol vehicle?
    - How would they describe the stopped vehicle (using the standard description)?
    - How would they approach the stopped vehicle?

- How would they respond if the vehicle drove away?
- Did they practice good public relations?
- Did they act within their legal powers and limitations?

Have students complete a shift report and/or an incident report about the role-play.

Objective 10

- Show TM 6.
- Discuss the importance of body language and tone of voice in controlling a situation. Give examples.
- Review the legal powers and limitations of private security professionals. (See Phase 1.)
- Create role-plays using pairs of students. One student is the "security guard" and the other student is a "trespasser." Evaluate each role-play as a group:
  - How did the guard approach the trespasser?
  - Did the guard act in a safe way?
  - Did the guard practice good public relations?
  - Did the guard act within the legal powers and limitations of a security guard?

  Have students complete a shift report and/or an incident report about the role-plays.

Objective 11

- Emphasize the importance of the security guard's role at a crime scene. Distinguish the role of the security guard from the role of law enforcement authorities.

Objective 12

- Show TM 7.

Objective 13

- Show TM 8.
- Ask students which type of fire extinguisher could be used to control a fire involving each of the common hazards listed. (Review from Phase 1.)

Objective 14

- Show TM 9.
- For each listed item, discuss as a group the reasons that each item can contribute to an unsafe condition.

Objective 15

- Show TM 10.
- Tour your facility, if possible, and point out the major checkpoints.

Objective 16 and 17

- Show TM 11.
- Discuss the importance of each sign.

Objective 18

- Show TM 12.
- Stress the importance of shift reports as legal documents.

Objective 19

- Show TM 13.
- Introduce Assignment Sheet 1. Describe or list common duties for an 8-hour shift that includes two patrols. Include different incidents, details and exact times for each incident. Have students prepare a shift report for the shift. Try to make the shift as challenging as possible. For example, list incidents out of chronological order, have one incident interrupt another (such as a telephone call or accident), etc. Points to include in the sample patrol are:
  - Safety violations
  - Fire hazards
  - Incidents affecting safety or security
  - Standard descriptions of persons and/or vehicles encountered during the patrol

  Use one of the two sample forms for the shift report.

APPLICATION

Objective 20

- Complete the Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.

- Review the related unit objectives before completing the Assignment Sheet, if needed.
- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.
- Evaluate students on Assignment Sheet activities.

IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit, but not earlier than the next class session.
- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

NOTE: Explain that the questions on the Written Test are not multiple-choice.

- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in units I-IV adapted with permission of:

Burns International Security Services, from *Security Officer Training Program* (1986), *Management Systems Training Program* (1984), and *Burns Security Orientation Program* (1986).

Pinkerton's, Inc., from *Pinkerton's Guard Training Manual.*

Mr. Ron Wies, Sr.

INFORMATION SHEET	PATROLLING III

OBJECTIVE 1

Match terms associated with patrolling with their correct definitions.

Perimeter — The outer limits of an area.

Larceny — The unlawful taking and removing of another's personal property with the intent of permanently depriving the owner.

Vandalism — The willful or malicious destruction of public or private property.

Trespassing — To invade the property, rights, or person of another without consent; to enter onto another's land illegally and refuse to leave the premises upon request.

Arson — The willful or malicious burning of property, or the attempt to burn, usually with a fraudulent or criminal intent.

OBJECTIVE 2

Select from a list general guidelines for patrolling on foot.

- Pay careful attention to the condition of your patrol route during your first round.

  NOTE: Observe the condition of your route carefully. This will help you to spot any changes in the route on later rounds. Also get all of the information about a route from any guard whom you relieve.

- Wear comfortable shoes and clothing, according to specific policies, weather conditions, or other factors.

  EXAMPLES: Rubber-soled shoes are excellent on all surfaces. Rain suits protect you during outdoor foot patrols in rainy weather, while other types of warm or cool clothing are recommended during the appropriate range of outdoor temperatures.

- Pace yourself.

  NOTE: Do not establish a patrolling pattern. Incidents may occur during the periods when you are known to be patrolling at a given area. You may also get used to the appearance of your patrol route and pay less attention to the route. You should vary your patrol route often (if allowed).

- Maintain a clear field of vision.

  HINT: Turn lights on in rooms or hallways so you can check the area, then turn the lights off again.

- Carry a working flashlight for foot patrols at night.

  > If you encounter someone during your patrol who may be armed or who threatens you, TURN OFF your flashlight so that you will not pinpoint your location for the intruder.

  IMPORTANT: Check the batteries before each patrol at night. Be flexible. If you are right-handed, carry the flashlight in your left hand, and vice versa. A flashlight is not a weapon. Use it to improve your field of vision ONLY.

- Be visible to others (consistent with your orders and the demands of each situation).

  EXAMPLES: In some cases, your presence will act as a deterrent to potential criminal acts. In other cases, you may want to remain unseen, such as to investigate an open door or a strange sound or activity.

- Identify crimes in progress.

  NOTE: Use all of your senses to detect strange sounds and smells.

- Identify safety violations and fire hazards.

  NOTE: As a security guard, you are not responsible for designing a fire prevention program for your employer or client. However, you are responsible for reporting and/or correcting any fire hazards that you discover while on patrol.

- Inspect fire fighting equipment if your employer or client allows.

  NOTE: If your employer and your client are different, you should inspect your client's fire fighting equipment and report any deficiencies, such as empty extinguishers, to your employer. This way, you can document your non-liability for your client's equipment.

- Make sure all doors, gates, and windows are locked and secured.

  NOTE: Check doors that lock automatically also.

- Record all incidents that affect security or safety.

OBJECTIVE 3 **State basic guidelines for patrolling clocked rounds.**

NOTE: You may have to patrol on foot using a series of check-in clocks that record the exact time of your patrol.

- Follow the general guidelines for a foot patrol.
- Carry required clocks and keys.

  NOTE: Each clock may require a separate key.

- Check in where required along your patrol route.

  IMPORTANT: If you fail to check in at any location at the assigned time, record your reasons for being late in your shift report or other required report.

OBJECTIVE 4 **Identify types of alarm systems.**

NOTE: Most of the installed alarm systems today are "zoned systems," meaning that persons at a central monitoring station or post may have information about the location of an alarm or the kind of device that caused an alarm to trip. This information can be very useful to you when patrolling.

Door Contact — This type of alarm consists of a magnetic switch that can detect a door opening. The switch, mounted on or in the door jamb, changes condition (ON or OFF) depending on the presence of a magnet mounted on or in the door.

NOTE: Door contact alarms can allow the magnet to be as close as touching the switch or to be as far as one to four inches from the switch. Door contact alarms are very reliable — they do not cause many false alarms if you have properly secured the door.

Audio (Sound) Discriminator — This device monitors an area to detect the sound of breaking glass, wood, and metal. If adjusted correctly, it will discriminate between normal noise and the sound of breaking. These devices are very good for detecting BREAKING GLASS.

NOTE: This type of alarm will detect entry from outside. It will not detect the presence of a person *inside* your patrol area.

Motion Detector — This device will detect a moving object. Newer models are "passive" and detect only warm objects moving through the protected area, while older models will detect warm or cold moving objects.

NOTE: Motion detectors are *inside* devices, designed as a secondary alarm system.

Foil — This type of alarm consists of a shiny tape affixed to a window and used to detect glass breakage.

NOTE: Foil is generally reliable. However, if it develops a small crack due to age or other cause, it may cause false alarms.

OBJECTIVE 5 **State basic guidelines for responding to alarms.**

NOTE: Monitored alarm systems usually report by zone, and most have the ability to report not only the first device that trips, but also each additional device as it is tripped. A central monitoring station or post can usually receive information about multiple trips on an individual alarm system. Such information is important for use during your patrols. Your employer or client may instruct you about their specific alarms.

- Respond to ALL alarms

  IMPORTANT: Treat each alarm as a threat.

- Get all of the information about the alarm

  EXAMPLE: The type of alarm, the location of the tripped device, etc.

- Secure the area and wait for assistance

  IMPORTANT: A "blind" response could put you in a dangerous situation!

- Inspect inside and outside areas *carefully*

  EXAMPLE:
  - Look through windows to observe possible suspects
  - Look for debris on floors and holes in the roof
  - Check rooftops

  NOTE: Do not enter the building alone. If you cannot get help to inspect the interior of a building, call the police and your client or employer, if appropriate.

If you should trip an alarm accidentally while patrolling, you should contact the appropriate persons at your site, then call the police or the alarm company to advise them of the false alarm.

OBJECTIVE 6 **List advantages and disadvantages of patrolling in a vehicle.**

ADVANTAGES

- **Greater speed** — reduces the time required for you to react to emergencies and conduct your rounds.
- **Greater protection** — offers more protection from the weather and from potentially dangerous situations.
- **Greater coverage** — allows you to cover a larger area than is possible with a foot patrol.

DISADVANTAGE

- **Limited access** — can limit your access to some areas on your patrol route and might require that you leave your vehicle to thoroughly check the area.

NOTE: Follow your specific patrol orders.

OBJECTIVE 7 **Select from a list general guidelines for patrolling in a vehicle.**

- Maintain your patrol vehicle, to reduce the risk of vehicle breakdown.
- Drive at a controlled pace along your patrol route.

  NOTE: Be thorough.

- Use your spotlight to search darkened areas or unattended vehicles during night patrols.

  NOTE: Your spotlight can give you a wider field of vision at night, from the safety of your vehicle.

- Lock your vehicle if you must leave it temporarily.
- Use your radio.

Always inform someone by radio and leave written notes before you investigate any incident while on patrol. You must provide enough information for an investigation of the circumstances in case you encounter an unexpected emergency situation or accident while away from your radio.

CAUTION: NEVER USE YOUR RADIO TO REPORT A BOMB THREAT. THE RADIO COULD CAUSE THE BOMB TO DETONATE. USE A TELEPHONE INSTEAD.

OBJECTIVE 8 **List steps for approaching persons while patrolling on foot.**

1. Identify yourself clearly and decisively.
2. Ask the person for proper identification.
3. Check the identification.

If the person has proper identification,

- Note the person's name and location on the premises

  NOTE: Location can include phone extension, office number, etc.

- Report the contact in your shift report

If the person does NOT have proper identification,

- Ask why the person is on the premises
- FOR LEGITIMATE REASONS,

  (1) Note the person's name and location on the premises

  (2) Call your employer or client contact for authorization, if required

- FOR NON-LEGITIMATE REASONS,

  (1) Note the person's name and location on the premises

  (2) Request the person to accompany you to a telephone or guard post

  (3) Call your employer or client contact for further instructions, as required

  IMPORTANT: Do not use force to restrain someone. You are not a police officer. If the person refuses to accompany you, get a detailed description of the person and call your employer or client contact immediately for further instructions.

4. Record the incident in your shift report and any other required reports.

OBJECTIVE 9

Select from a list steps for approaching persons while patrolling in a vehicle.

- Bring your vehicle to a stop BEHIND the other person's vehicle.

  NOTE: Do *not* cut off any vehicle.

- Keep light on the stopped vehicle for a better field of vision.
- Approach the stopped vehicle cautiously from the driver's side.
- Ask the driver to step out of the vehicle.
- Question the driver.
- If the vehicle drives off before you can question the occupants, get a detailed description of the vehicle and the occupants, if possible, then call your employer or client contact for further instructions.
- Record the incident in your shift report and any other required reports.

OBJECTIVE 10

List basic guidelines for approaching trespassers.

NOTE: While on patrol, you may have to approach trespassers on the premises. These persons may be employees or non-employees present in posted or unposted areas. Follow the specific rules of your employer or client.

- Approach the individual and identify yourself.

  NOTE: Before approaching anyone during your patrol, always inform someone else of your activities.

- Inform the individual about the trespass.
- Question the individual.
- Give the individual the chance to leave the premises if no crime has been committed.

  NOTE: Trespassers may not know they are trespassing.

- Report the trespass in your shift report and any other required reports.

OBJECTIVE 11

Explain the role of the security guard at a crime scene.

The role of the security guard at a crime scene on the client's premises is to protect the client's property without disturbing the crime scene. This role includes reporting the crime to the police immediately, and recording the incident in the shift report and any other required reports. The security guard must allow the police and other law enforcement authorities to do their jobs. The security guard should cooperate but should not interfere unless the law enforcement authorities on the scene request the guard to assist at the scene.

OBJECTIVE 12

Select from a list basic guidelines for approaching a crime scene.

- Cooperate fully with law enforcement officers on the scene.
- Contact your employer or client as required.
- Protect the scene without disturbing the scene.
- Comply with requests for your assistance.

  IMPORTANT: Do not become involved unless you are asked to participate.

- Allow law enforcement officers to do their jobs.

- Collect information for your shift report.

  NOTE: Do not interfere at the scene to collect information.

- Record the incident in your shift report and any other required reports.

OBJECTIVE 13 **Name common fire hazards.**

COMMON FIRE HAZARDS

- Oily rags
- Faulty electrical wiring
- Smoldering ashes
- Overloaded electrical outlets
- Loose debris
- Misplaced/opened flammable liquids
- Unattended heaters (electrical or gas)
- Lit cigarettes

OBJECTIVE 14 **Name common safety violations.**

COMMON SAFETY VIOLATIONS

- Oily/wet floors
- Blocked doorways
- Blocked fire fighting equipment
- Loose boards/carpet
- Blocked walkways
- Violated safety rules

  EXAMPLES: Unprotected heads in hard hat areas and unprotected eyes in protective eyeglass areas.

- Loose handrails
- Burned out lights
- Dark emergency exits

OBJECTIVE 15

Identify questions for major checkpoints of fire fighting equipment.

NOTE: Check all fire fighting equipment, even if not part of your post orders. You should check this equipment as a record of your non-liability in case of accident of emergency.

Fire extinguishers — Are the proper types of fire extinguishers present and visible in the proper areas?

Fire extinguisher pressure gauges — Is the extinguisher fully charged?

Sprinkler system main valve — Is the valve open to provide enough water pressure?

Hoses and hose equipment — Are they in good condition and in the right places?

Water supply valves — Are all valves controlling the water supply to sprinklers, hydrants, standpipes and other equipment open?

OBJECTIVE 16

List possible signs of arson.

IMPORTANT: Arson is a serious threat to both lives and property. While patrolling or when responding to a fire, you should be alert for any signs of arson

- Unusual odors
- Uneven burning or damage — low levels of charring, burn patterns of flammable liquids, etc
- Matchbooks, chemicals, flammable liquids, timing devices and other possible fire-starters
- Uncommunicated fires and fires with many starting points
- Security violations in the fire are before the fire starts
- Absence of usual items or presence of unusual items around the fire
- Damage to equipment or proper before the fire
- Unusual activity before or after the fire
- Empty containers in the area that could hold flammable substances

- Presence of plants (groupings of flammable materials) and trailers (material such as newspapers or rags soaked with flammable liquid, used to *connect* fires)

  NOTE: These are not all of the possible signs of arson. Be alert for others.

> These and other signs of arson, as well as correct responses to fires with suspicious origins, can be found in *Salvage and Overhaul Practices* (IFSTA 104) and in *Fire Cause Determination,* published by Fire Protection Publications, Oklahoma State University.

OBJECTIVE 17

Select from a list basic guidelines for responding to signs of arson.

- Pay careful attention to the condition of your patrol route.

  NOTE: Be alert for the *unusual* and the *unnatural* before, during, and after a fire.

- Record any signs of arson.
- Note (a) the speed of the fire's spread, (b) the extent of the damage, and (c) the color and odor of smoke and flames.
- Record the items destroyed by the fire *and* the items *saved* from the fire, for later investigation.
- Check your earlier notes and shift reports for possible signs of suspect activity relating to the fire.
- Prevent loss and damage to all evidence.

  HINT: Only one person should be responsible for collecting and preserving the evidence, to make the job of the investigator easier.

OBJECTIVE 18

Describe a shift report.

Shift reports are records of your activities while on the job. They record every incident that affects security or safety. Shift reports are considered legal documents in court if properly completed. A shift report might also be called a "log book," a "guard report," or other names.

NOTE: The format of the shift report will vary from one employer or client to another.

OBJECTIVE 19

Select from a list guidelines for completing a shift report.

- Write the time, your name, "ON DUTY," the items you receive, and your signature at the beginning of each shift.

  IMPORTANT: NEVER skip a line in a shift report except one line between dates.

- Print entries neatly in black ink.

  IMPORTANT: NEVER use a pencil. Someone could erase an entry and change the facts.

- Write your initials or signature after each entry.

  NOTE: Follow your post orders.

- Record starting and ending times separately.

- Record every incident that affects security or safety.

  EXAMPLE: 4:00p.m. Located a frayed electrical wire near a container labeled "Flammable." Turned off power source and unplugged cord. Called supervisor and maintenance. (initials)

  EXAMPLE: 5:15p.m. Checked all doors and windows in Receiving Area. Door to outside loading dock left unlocked with alarm disconnected. Locked door and activated alarm system. (initials)

- Write on both sides of each page if required by policy.

- Draw a single line through any mistake and initial it.

  IMPORTANT: NEVER erase or blot out a mistake. This will make the shift report messy and could cause the shift report to be dismissed from court in the future.

GENERAL GUIDELINES FOR PATROLLING ON FOOT

- Pay careful attention to the condition of your patrol route during your first round.

  NOTE: Observe the condition of your route carefully. This will help you spot any changes in the route on later rounds. Also get all of the information about a route from any guard whom you relieve.

- Wear comfortable shoes and clothing according to specific policies, weather conditions, or other factors.

  EXAMPLE: Rubber-soled shoes are excellent on all surfaces. Rain suits protect you during outdoor foot patrols in rainy weather, while other types of warm or cool clothing are recommended during the appropriate range of outdoor temperatures.

GENERAL GUIDELINES FOR PATROLLING ON FOOT

- Pace yourself.

  NOTE: Do not establish a patrolling pattern. Incidents may occur during the periods when you are known to be patrolling at a given area. You may also get used to the appearance of your patrol route and pay less attention to the route. You should vary your patrol route often (if allowed).

- Maintain a clear field of vision.

  HINT: Turn lights on in rooms or hallways so you can check the area, then turn the lights off again.

- Carry a working flashlight for foot patrols at night.

  IMPORTANT: Check the batteries before each patrol at night. Be flexible. If you are right-handed, carry the flashlight in your left hand, and vice versa. A flashlight is not a weapon. Use it to improve your field of vision ONLY.

GENERAL GUIDELINES FOR PATROLLING ON FOOT

- Be visible.

  EXAMPLE: In some cases, your presence will act as a deterrent to potential criminal acts. In other cases, you may want to remain unseen, such as to investigate an open door or a strange sound or activity.

- Identify crimes in progress.

  NOTE: Use all of your senses to detect strange sounds and smells.

- Identify safety violations and fire hazards.

  NOTE: As a security guard, you are not responsible for designing a fire prevention program for your employer or client. However, you are responsible for reporting and/or correcting any fire hazards that you discover while on patrol.

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9 - 25
TM 1

GENERAL GUIDELINES FOR PATROLLING ON FOOT

- Inspect fire fighting equipment if your employer or client allows.

  NOTE: If your employer and your client are different, you should inspect your client's fire fighting equipment and report any deficiencies, such as empty extinguishers, to your employer. This way, you can document your non-liability for your client's equipment.

- Make sure all doors, gates, and windows are locked and secured.

  NOTE: Check doors that lock automatically also.

- Record all incidents that affect security or safety.

RESPONDING TO ALARMS

- Respond to all alarms.

  IMPORTANT: Treat each alarm as a threat.

- Get all of the information about the alarm.

  EXAMPLE: The type of alarm, the location of the tripped device, etc.

- Secure the area and wait for assistance.

  IMPORTANT: A "bind" response could put you in a dangerous situation!

- Inspect inside and outside areas carefully.

GENERAL GUIDELINES FOR PATROLLING IN A VEHICLE

- Maintain your patrol vehicle, to reduce the risk of vehicle breakdown.

- Drive at a controlled pace along your patrol route.

  NOTE: Be thorough.

- Use your spotlight to search darkened areas or unattended vehicles during night patrols.

  NOTE: Your spotlight can give you a wider field of vision at night, from the safety of your vehicle.

- Lock your vehicle if you must leave it temporarily.

- Use your radio.

  CAUTION: Never use your radio to report a bomb threat. The radio could cause the bomb to detonate. Use a telephone instead.

APPROACHING PERSONS WHILE PATROLLING ON FOOT

- Identify yourself clearly and decisively.
- Ask the person for proper identification.
- Check the identification.
- Record the incident in your shift report and any other required reports.

APPROACHING PERSONS WHILE PATROLLING IN A VEHICLE

- Bring your vehicle to a stop BEHIND the other person's vehicle.

  NOTE: Do *not* cut off any vehicle.

- Keep light on the stopped vehicle for a better field of vision.

- Approach the stopped vehicle cautiously from the driver's side.

- Ask the driver to step out of the vehicle.

- Question the driver.

- If the vehicle drives off before you can question the occupants, get a detailed description of the vehicle and the occupants, if possible, then call your employer or client contact for further instructions.

- Record the incident in your shift report and any other required reports.

APPROACHING TRESPASSERS

- Approach the individual and identify yourself.

  NOTE: Before approaching anyone during your patrol, always inform someone else of your activities.

- Inform the individual about the trespass.

- Question the individual.

- Give the individual the chance to leave the premises if no crime has been committed.

  NOTE: Trespassers may not know that they are trespassing.

- Report the trespass in your shift report and any other required reports.

APPROACHING A CRIME SCENE

- Cooperate fully with law enforcement officers on the scene.
- Contact your employer or client as required.
- Protect the scene without disturbing the scene.
- Comply with requests for your assistance.

  IMPORTANT: Do not become involved unless you are asked to participate.

- Allow law enforcement officers to do their jobs.
- Collect information for your shift report.

  NOTE: Do not interfere at the scene to collect information.

- Record the incident in your shift report and any other required reports.

COMMON FIRE HAZARDS

- Oily rags
- Faulty electrical wiring
- Smoldering ashes
- Overloaded electrical outlets
- Loose debris
- Misplaced/opened flammable liquids
- Unattended heaters (electrical or gas)
- Lit cigarettes

COMMON SAFETY VIOLATIONS

- Oily/wet floors
- Blocked doorways
- Blocked fire fighting equipment
- Loose boards/carpet
- Blocked walkways
- Violated safety rules

  EXAMPLE: Unprotected heads in hard hat areas, unprotected eyes in protective eyeglass areas.

- Loose handrails
- Burned out lights
- Dark emergency exits

QUESTIONS FOR MAJOR CHECKPOINTS OF FIRE FIGHTING EQUIPMENT

Fire extinguishers — Are the proper types of fire extinguishers present and visible in the proper areas?

Fire extinguisher pressure gauges — Is the extinguisher fully charged?

Sprinkler system main valve — Is the valve open to provide enough water pressure?

Hoses and hose equipment — Are they in good condition and in the right places?

Water supply valves — Are all valves controlling the water supply to sprinklers, hydrants, standpipes and other equipment open?

TM 10

POSSIBLE SIGNS OF ARSON

- Unusual odors
- Uneven burning or damage — low levels of charring, burn patterns of flammable liquids, etc.
- Matchbooks, chemicals, flammable liquids, timing devices and other possible fire-starters
- Uncommunicated fires and fires with many starting points
- Security violations in the fire area before the fire starts
- Absence of *usual* items or presence of *unusual* items around the fire
- Damage to equipment or property *before* the fire
- Unusual activity before or after the fire
- Empty containers in the area that could hold flammable substances
- Presence of plants (groupings of flammable materials) and trailers (material such as newspapers or rags soaked with flammable liquid, used to *connect* fires)

NOTE: These are not all of the possible signs of arson. Be alert for others.

TM 11

COMMON SHIFT REPORTS

Reference /Job #	Client Name	Site	Date
FACILITY EQUIPMENT	Detax Clock	Flashlight	Radios	Other Items	Ser. #

GUARD ID	Guard (Name)	Guard (Name)	Guard (Name)
	Shift # Start AM PM Ended AM PM	Shift # Start AM PM Ended AM PM	Shift # Start AM PM Ended AM PM

DUTIES ACTIVITIES	Yes	No	Notes	Yes	No	Notes	Yes	No	Notes
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

COMMENTS	

SIGNATURES	Shift #	Shift #	Shift #

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III - 49

TM 12

COMMON SHIFT REPORTS

LOG BOOK

DATE:

TIME	ACTIVITIES

Page

GUIDELINES FOR COMPLETING A SHIFT REPORT

- Write the time, your name, "ON DUTY," the items you receive, and your signature at the beginning of each shift.

  IMPORTANT: Never skip a line in a shift report except one line between dates.

- Print entries neatly in black ink.

  IMPORTANT: Never use a pencil. Someone could erase an entry and change the facts.

- Write your initials or signature after each entry.

  NOTE: Follow your post orders.

- Record starting and ending times separately.

- Record every incident that affects security or safety.

- Write on both sides of each page if required by policy.

- Draw a single line through any mistake and initial it.

  IMPORTANT: Never erase or blot out a mistake. This will make the shift report messy and could cause the shift report to be dismissed from court in the future.

ASSIGNMENT SHEET 1	PATROLLING III

Name _____ Score _____

OBJECTIVE 20

Prepare a shift report.

INTRODUCTION

Shift reports are a record of your activities while on the job. They record every incident that affects security or safety. Shift reports are considered legal documents in court if properly completed. A shift report might also be called a "log book," a "guard report," or other name.

DIRECTIONS

- Prepare a shift report that records the incidents presented by your instructor.
- Use the sample forms for a shift report on the following pages.

LOG BOOK

DATE:

TIME	ACTIVITIES

Page

LOG BOOK

DATE:

TIME	ACTIVITIES

Page

ASSIGNMENT SHEET 1

Evaluate based on the information provided by the instructor and the guidelines given in Objective 19.

Name _____ Score _____

OBJECTIVE 1

Match terms associated with patrolling with their correct definitions. Write the correct letter in each blank.

a. Arson
b. Larceny
c. Perimeter
d. Trespassing
e. Vandalism

_____1. The outer limits of an area.

_____2. The unlawful taking and removing of another's personal property with the intent of permanently depriving the owner.

_____3. The willful or malicious destruction of public or private property.

_____4. The willful or malicious burning of property, or the attempt to burn, usually with a fraudulent or criminal intent.

_____5. To invade the property, rights, or person of another without consent; to enter onto another's land illegally and refuse to leave the premises upon request.

OBJECTIVE 2

Select from a list general guidelines for patrolling on foot. Write an X in the blank beside each guideline.

_____1. Pay careful attention to the condition of your patrol route during your second round.

_____2. Wear comfortable shoes and clothing according to specific policies, weather conditions, or other factors.

_____3. Pace yourself.

_____4. Establish a patrolling pattern.

_____5. Maintain a clear field of vision.

_____6. Carry a working flashlight for foot patrols at night.

_____7. Be visible to others.

_____8. Identify crimes in progress.

_____9. Identify safety violations only.

_____10. Inspect fire fighting equipment if your employer or client allows.

_____11. Make sure all doors, gates, and windows are locked and secured.

_____12. Record all incidents that affect security or safety.

OBJECTIVE 3

State basic guidelines for patrolling clocked rounds. State three (3) guidelines.

1. _____

_____

2. _____

_____

3. _____

_____

OBJECTIVE 4

Identify types of alarm systems. Write the name of the type of alarm system in the space below each description.

1. This device will detect a moving object. Newer models are "passive" and detect only warm objects moving through the protected area, while older models will detect warm or cold moving objects.

_____

2. This device monitors an area to detect the sound of breaking glass, wood, and metal. If adjusted correctly, it will discriminate between normal noise and the sound of breaking. These devices are very good for detecting breaking glass.

_____

3. This type of alarm consists of a shiny tape affixed to a window and used to detect glass breakage.

_____

4. This type of alarm consists of a magnetic switch that can detect a door opening. The switch, mounted on or in the door jamb, changes condition (ON or OFF) depending on the presence of a magnet mounted on or in the door.

_____

OBJECTIVE 5 **State basic guidelines for responding to alarms.** State four (4) guidelines.

1. _____

2. _____

3. _____

4. _____

OBJECTIVE 6 **List advantages and disadvantages of patrolling in a vehicle.** List three (3) advantages and one (1) disadvantage.

ADVANTAGES

1. _____

2. _____

3. _____

DISADVANTAGE

4. _____

OBJECTIVE 7 **Select from a list general guidelines for patrolling in a vehicle.** Write an X in the blank beside each guideline.

_____1. Maintain your patrol vehicle, to reduce the risk of vehicle breakdown.

_____2. Drive at a controlled pace along your patrol route.

_____3. Never leave your vehicle.

_____4. Use your spotlight to search darkened areas or unattended vehicles during night patrols.

_____5. Lock your vehicle if you must leave it temporarily.

_____6. Use your radio.

OBJECTIVE 8

List steps for approaching persons while patrolling on foot. List four (4) steps.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

OBJECTIVE 9

Select from a list steps for approaching persons while patrolling in a vehicle. Write an X in the blank beside each step.

_____1. Bring your vehicle to a stop in front of the other person's vehicle.

_____2. Cut off the vehicle if needed.

_____3. Keep light on the stopped vehicle for a better field of vision.

_____4. Approach the stopped vehicle cautiously from the passenger side.

_____5. Ask the driver to step out of the vehicle.

_____6. Question the driver.

_____7. If the vehicle drives off before you can question the occupants, get a detailed description of the vehicle and the occupants, if possible, then call your employer or client contact for further instructions.

_____8. Record the incident in your shift report and any other required reports.

OBJECTIVE 10

List basic guidelines for approaching trespassers. List five (5) guidelines.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

OBJECTIVE 11

Explain the role of the security guard at a crime scene.

_____

_____

_____

_____

_____

_____

OBJECTIVE 12

Select from a list basic guidelines for approaching a crime scene. Write an X in the blank beside each guideline.

_____1. Cooperate fully with law enforcement officers on the scene.

_____2. Contact your employer or client as required.

_____3. Protect the scene without disturbing the scene.

_____4. Collect information for your shift report before law enforcement authorities arrive at the scene.

_____5. Comply with requests for your assistance.

_____6. Allow law enforcement officers to do their jobs.

_____7. Record the incident in your shift report and any other required reports.

OBJECTIVE 13 **Name common fire hazards.** Name five (5) common fire hazards.

1. _____

2. _____

3. _____

4. _____

5. _____

OBJECTIVE 14 **Name common safety violations.** Name six (6) common safety violations.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

OBJECTIVE 15 **Identify questions for major checkpoints of fire fighting equipment.** For each given checkpoint, identify the related question.

Fire extinguishers — _____

_____

Fire extinguisher pressure gauges — _____

_____

Sprinkler system main valve — _____

_____

Hoses and hose equipment — _____

_____

Water supply valves — _____

_____

_____

OBJECTIVE 16 **List possible signs of arson.** List seven (7) possible signs.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

OBJECTIVE 17 **Select from a list basic guidelines for responding to signs of arson. Write an X in the blank beside each guideline.**

_____1. Pay careful attention to the condition of your patrol route.

_____2. Record any signs of arson.

_____3. Note (a) the speed of the fire's spread, (b) the extent of the damage, and (c) the color and odor of smoke and flames.

_____4. Record only those items destroyed by the fire.

_____5. Check your earlier notes and shift reports for possible signs of suspect activity relating to the fire.

_____6. Prevent loss and damage to evidence that you think may be important.

OBJECTIVE 18 **Describe a shift report.**

_____

_____

_____

_____

_____

OBJECTIVE 19 **Select from a list guidelines for completing a shift report.** Write an X in the blank beside each guideline.

_____1. Write the time, your name, "ON DUTY," the items you receive, and your signature at the beginning of each shift.

_____2. Print entries neatly in black ink or pencil.

_____3. Skip three lines between entries.

_____4. Write your initials or signature after each entry.

_____5. Record starting and ending times separately.

_____6. Record every incident that affects security or safety.

_____7. Never write on both sides of each page.

_____8. Draw a single line through any mistake and initial it.

NOTICE The Assignment Sheet in this unit is not part of the Written Test. If you have not completed this Assignment Sheet, check with your instructor.

OBJECTIVE 1

1. c
2. b
3. e
4. a
5. d

OBJECTIVE 2

2, 3, 5, 6, 7, 8, 10, 11, 12

OBJECTIVE 3

1. Follow the general guidelines for a foot patrol.
2. Carry required clocks and keys.
3. Check in where required along your patrol route.

OBJECTIVE 4

1. Motion detector
2. Audio (sound) discriminator
3. Foil
4. Door contact

OBJECTIVE 5

1. Respond to all alarms.
2. Get all of the information about the alarm.
3. Secure the area and wait for assistance.
4. Inspect inside and outside areas carefully.

OBJECTIVE 6

1. Greater speed
2. Greater protection
3. Greater coverage
4. Limited access

OBJECTIVE 7

1, 2, 4, 5, 6

OBJECTIVE 8

1. Identify yourself clearly and decisively.
2. Ask the person for proper identification.
3. Check the identification.
4. Record the incident in your shift report and any other required reports.

OBJECTIVE 9

3, 5, 6, 7, 8

OBJECTIVE 10

1. Approach the individual and identify yourself.
2. Inform the individual about the trespass.
3. Question the individual.
4. Give the individual the chance to leave the premises if no crime has been committed.
5. Report the trespass in your shift report and any other required reports.

OBJECTIVE 11

The role of the security guard at a crime scene on the client's premises is to protect the client's property without disturbing the crime scene. This role includes reporting the crime to the police immediately, and recording the incident in the shift report and any other required reports. The security guard must allow the police and other law enforcement authorities to do their jobs. The security guard should cooperate but should not interfere unless the law enforcement authorities on the scene request the guard to assist at the scene.

OBJECTIVE 12

1, 2, 3, 5, 6, 7

OBJECTIVE 13

Any five hazards.

OBJECTIVE 14

Any six hazards.

OBJECTIVE 15

Fire extinguishers — Are the proper types of fire extinguishers present and visible in the proper areas?

Fire extinguisher pressure gauges — Is the extinguisher fully charged?

Sprinkler system main valve — Is the valve open to provide enough water pressure?

Hoses and hose equipment — Are they in good condition and in the right places?

Water supply valves — Are all valves controlling the water supply to sprinklers, hydrants, standpipes and other equipment open?

OBJECTIVE 16

Any seven signs.

OBJECTIVE 17

1, 2, 3, 5

OBJECTIVE 18

Shift reports are a record of your activities while on the job. They record every incident that affects security or safety. Shift reports are considered legal documents in court if properly completed. A shift report might also be called a "log book," a "guard report," or other name.

OBJECTIVE 19

1, 4, 5, 6, 8.

NOTICE

The Assignment Sheet in this unit is not part of the Written Test.

OBJECTIVE SHEET	INVESTIGATING SECURITY INCIDENTS IV

INTRODUCTION

As a security guard, you will face a variety of situations that require special investigative skills. These skills form an important part of your job as a security professional. Security violations, accidents, and other incidents can threaten the security of your employer, your employer's clients, and their property. Because you must maintain security under changing conditions, you must know how to respond to, investigate, and record incidents that represent a potential threat to security.

UNIT OBJECTIVE

After completing this unit, you will have some basic investigative skills necessary for security guards. These skills will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Identify basic types of security violations.
2. Match the forms of theft (larceny) with their correct definitions.
3. List possible signs of theft.
4. State guidelines for reducing the availability of items to theft.
5. Name basic steps for investigating security incidents.
6. List sources of damage to the scene of a security incident.
7. Select from a list basic guidelines for protecting a scene.
8. Arrange in order the response to in-house accidents.
9. Arrange in order the response to motor vehicle accidents.
10. Arrange in order the response to equipment failures.
11. Arrange in order the response to fights and other disturbances.
12. Explain the importance of correctly responding to a bomb threat.
13. Select from a list basic guidelines for responding to a telephoned bomb threat.

14. Match terms associated with limits of authority with their correct definitions.

15. List possible consequences of actions judged illegal.

16. State correct responses to incidents involving arrests.

17. State correct responses to incidents involving search and seizure.

18. State correct responses to incidents involving the use of force.

19. Record bomb threat details. (Assignment Sheet #1)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Invite guest speakers in advance.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Show TM 1 and TM 2.

Objective 2 and 3

- Show TM 3.
- Give examples of each sign of theft. Ask for other possible signs.

Objective 4

- Show TM 4.
- Discuss ways to eliminate the corners of the "theft triangle."

Objective 5

- Show TM 5.

Objective 6

- Show TM 6.
- Discuss examples for each source of damage.

Objective 7

- Show TM 7.

Objective 8

- Show TM 8.
- Create a role-play involving an in-house accident. Evaluate each role-play as a group.

Objective 9

- Show TM 9.
- Create a role-play involving a motor vehicle accident. Evaluate each role-play as a group.

Objective 10

- Show TM 10.
- Create a role-play involving equipment failure/malfunction. Evaluate each role-play as a group.

Objective 11

- Show TM 11.
- Create a role-play involving a fight or other disturbance. Evaluate each role-play as a group.
- Review public and private disputes. (See Unit 1.)

Objective 12

- Discuss possible reasons for bomb threats. Consider situations in the news.

Objective 13

- Show TM 12.
- Introduce Assignment Sheet 1. Before class, record a sample "bomb threat" on tape. Play your tape to your students to simulate a telephoned bomb threat. Have students record the details on the "bomb threat" on the sample form in the Assignment Sheet. Be sure to include background noises (such as sounds from a telephone booth, etc.), different tones of voice, and other details. Because your students will not be able to ask the "caller" questions in

this scenario, be sure to include specific information about the bomb threat in your tape recording.

Objective 14 and 15

- Review the legal powers and limitations of the security guard. (See Phase 1)
- Show TM 13.

Objective 16

- Show TM 14.

Objective 17

- Show TM 15.

Objective 18

- Show TM 16.

APPLICATION

Objective 19

- Complete the Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.
- Review the related unit objectives before completing the Assignment Sheet, if needed.
- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.
- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, <u>but not earlier than the next class session.</u>
- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are <u>not</u> multiple-choice.

- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in units I-IV adapted with permission of:

  Burns International Security Services, from *Security Officer Training Program* (1986), *Management Systems Training Program* (1984), and *Burns Security Orientation Program* (1986).

  Pinkerton's, Inc., from *Pinkerton's Guard Training Manual.*

  Mr. Ron Wies, Sr.

OBJECTIVE 1

Identify basic types of security violations.

- **FORCED ENTRY**, evidenced by
  - Open doors, windows, and gates
  - Damaged locks, windows, and fences
  - Property damage or vandalism
  - Activated alarms, or alarm systems that show signs of tampering
  - Unusual noises
- **UNAUTHORIZED ENTRY/ACTIVITY**, evidenced by
  - Missing keys
  - Missing visitor passes
  - Blank spaces in "sign-out" column of visitor log
  - Unattended vehicles on the premises after working hours
  - Unauthorized employees on the premises
  - Unauthorized non-employees on the premises
  - Unusual sounds or activities

NOTE: In some cases, you can easily detect security violations, while in other cases you may have to investigate the incident in greater detail.

OBJECTIVE 2

Match the forms of theft (larceny) with their correct definitions.

IMPORTANT: Theft is one of the most common incidents facing you as a security guard. Theft is a long-term threat to the security which you maintain. The financial and material costs of all forms of theft are great. For this reason, theft control is a vital duty of every security guard.

Pilferage — A form of theft in which a person, often an employee, steals company property in small quantities or takes items of small value. Also known as "petty theft," pilferage over a period of time can result in a substantial loss to your employer or your employer's client.

Internal Theft — A form of employee theft involving items of great value or size. Because the stolen items are larger and/or more valuable, the thief must be more careful when removing the goods.

External Theft — A form of theft committed by outsiders, including persons with limited access to the premises and persons without authorized access.

OBJECTIVE 3 **List possible signs of theft.**

- Missing equipment or property
- Misplaced equipment or property
- Signs of forced or unauthorized entry
- Suspicious activities by employees or others
- Unusual removal of materials from the premises
- Unauthorized vehicles near gates, exits, loading zones, or storage areas
- Signs of tampering with storage containers
- Unexplained loitering near supply or storage areas
- Persistent complaints about missing or misplaced items

OBJECTIVE 4 **State guidelines for reducing the availability of items to theft.**

1. Identify items that are vulnerable to theft.
2. Report these vulnerabilities to your supervisor.
3. Implement the recommended control measures according to your employer's or client's policies.

NOTE: The ways to commit theft depend on the imagination and determination of the thief. You must be ready for all of the kinds of theft and the methods available for removing property illegally. You must also limit the possibilities for theft where you work.

OBJECTIVE 5 **Name basic steps for investigating security incidents.**

1. **Detect the incident.**

   Discover incidents by using multiple sources of information, such as personal observation, physical evidence, and the comments of others. Use all of your senses to detect security incidents.

2. **Contain the incident.**

   Do not allow any incident to get out of control. Prevent any bystanders from being involved in a disturbance, for example, or prevent a security violation or unsafe situation from continuing.

3. **Protect the scene of the incident.**

   Preserve the evidence at the scene of an incident, for use in any later investigations. Never clear the scene of any incident before you have collected all of the facts for any incident reports and shift report entries.

4. **Report the incident.**

   EXAMPLE: To appropriate authorities and in required reports.

OBJECTIVE 6 **List sources of damage to the scene of a security incident.**

- Poor weather conditions.
- Persons connected with the scene who may try to damage the evidence at the scene.

  NOTE: These persons may also include other security guards who *do not belong* at the scene.

- Bystanders who may damage or remove evidence.
- Persons wanting to "assist" but who may ruin evidence by accident.
- Witnesses, victims, or suspects who may intentionally or accidentally change the scene.

OBJECTIVE 7

Select from a list basic guidelines for protecting a scene.

IMPORTANT: If you do not adequately protect the scene, you can lose important evidence.

- Clear the scene of any unauthorized persons.

  NOTE: This includes other security guards who do not belong at the scene.

- Detain all witnesses at the scene.

- Get eyewitness evidence discreetly.

  NOTE: Preserve the privacy of your witnesses.

- Take written statements, make field notes, and collect the names, addresses, and telephone numbers of all persons involved at the scene.

  NOTE: You may have to contact these persons later.

- Protect the scene.

  NOTE: Protect the most important evidence *first.*

- In the case of bad weather, (1) cover or move the evidence, then (2) record your moving of the evidence from its original position.

OBJECTIVE 8

Arrange in order the response to in-house accidents.

IN-HOUSE ACCIDENTS

1. Call for assistance.
2. Administer first aid as required.
3. Collect detailed information about the accident from the persons involved, from bystanders, and from the accident scene.
4. Prepare an incident report and any other required reports.

OBJECTIVE 9

Arrange in order the response to motor vehicle accidents.

MOTOR VEHICLE ACCIDENTS

1. Call for assistance.
2. Administer first aid as required.

3. Collect detailed information about the accident from the persons involved, from bystanders, and from the accident scene.

4. Prepare an incident report and any other required reports.

OBJECTIVE 10 **Arrange in order the response to equipment failures.**

EQUIPMENT FAILURE/MALFUNCTION

1. Contact the appropriate personnel.

2. Secure the equipment *as directed.*

   IMPORTANT: Never shut-off, restart or attempt to repair damaged or malfunctioning equipment. Always allow qualified personnel to handle any equipment problems.

3. Record the incident.

OBJECTIVE 11 **Arrange in order the response to fights and other disturbances.**

FIGHTS/DISTURBANCES

1. Be visible to the persons involved.

   NOTE: Act as a deterrent, but do not expose yourself to unnecessary risks.

2. Control the situation, and direct the persons involved according to your orders.

3. Call for assistance if needed.

4. Protect bystanders.

5. Investigate the circumstances of the fight or disturbance.

6. Prepare an incident report and any other required reports.

OBJECTIVE 12 **Explain the importance of correctly responding to a bomb threat.**

Today it is not unusual for business and industry to receive bomb threats by telephone. Many bomb threats are false and are made simply to create panic at the job site and to interrupt operations. However, the possibility always exists that a bomb threat is real. The security guard must handle each bomb threat as real and must never assume that the threat is a prank. A quick and correct response to a bomb threat is important in order to prevent panic at the job site and to protect both life and property.

NOTE: Handle each threat as REAL and never assume the threat to be a prank.

OBJECTIVE 13 **Select from a list basic guidelines for responding to a telephoned bomb threat.**

- Ask the caller detailed questions.

  EXAMPLE:
  - When will the bomb go off?
  - Where is the bomb?
  - What does the bomb look like?
  - What kind of explosive did you use?
  - How powerful is the bomb?
  - How is the bomb placed?

  NOTE: Your employer or client may have special procedures for handling bomb threats. If so, follow those procedures.

- Record the caller's responses to your questions.

  IMPORTANT: *Take notes as you ask the questions*, and record any characteristics about the caller that might help in determining the caller's identity. Pick-up any background noises, accents, and other clues to the caller's identity and the location of the bomb. Keep the caller on the line as long as possible.

- Notify the proper authorities (consistent with your post orders).

  WARNING: Do not use a radio to report a bomb threat. The radio may cause the bomb to detonate. Use a telephone instead.

- Assist in looking for the reported bomb ONLY if you are requested to do so by the proper authorities AND if you are authorized to do so under your post orders.

  CAUTION: Do not touch or move a suspicious object.

- Follow all instructions for clearing the area, if directed to do so.

  NOTE: Do not cause an alarm. Inform only the proper authorities, and know your employer's or client's policies for evacuating the premises, including (1) full evacuation, and (2) partial evacuation.

- Record the bomb threat in your incident report and any other required reports.

  NOTE: Include every detail about the incident in your reports, to assist any further investigation.

OBJECTIVE 14 **Match terms associated with limits of authority with their correct definitions.**

NOTE: The numbered items listed are *possible* examples, subject to legal interpretation.

Arrest — Restricting the physical movement of a person

EXAMPLE:
- Ordering someone to stay
- Locking someone in a room
- Grabbing or holding someone to prevent them from leaving
- Touching someone

Search and seizure — "Invading" the person or property of another to discover hidden items or looking into hidden places for concealed items, without permission

NOTE: Objects found in plain view are not considered the results of a "search."

EXAMPLE:
- A pat-down search
- Searching pockets
- Searching vehicles
- Searching packages

Use of force — Using physical contact to prevent something from happening, or a direct or implied threat of physical contact to force someone to do something

EXAMPLE:
- Menacing approach
- Threatening language
- Threatening actions, with or without a weapon

OBJECTIVE 15 **List possible consequences of actions judged illegal.**

IMPORTANT: Your actions in various circumstances could affect both your personal liability and the liability of your employer or client.

- Arrested
- Prosecuted
- Convicted
- Imprisoned
- Sued

IMPORTANT: You have no special powers as a security guard to arrest, search and/or seize, or use force considered unnecessary.

OBJECTIVE 16 **State correct responses to incidents involving arrests.**

NOTE: Your client or employer should define these situations.

- Do not make an arrest unless an extraordinary situation exists AND unless authorized by your supervisor or by your employer's or client's policies.
- Be visible.

  NOTE: Let your presence act as a deterrent.
- Direct the individuals as consistent with your orders.
- Report the incident in your shift report and to your supervisor, as required.

  NOTE: If a person threatens you or leaves the area, take detailed notes at a secure location and report the incident as required. Never take any unnecessary risks.

OBJECTIVE 17 **State correct responses to incidents involving search and seizure.**

- Do not search or seize property unless an extraordinary situation exists AND unless authorized by your employer or client.

NOTE: You may request identification, and you can inspect items taken into or from the employer's or client's premises if allowed by your employer's or client's policies and consistent with your orders.

- If you must take action, notify your supervisor as consistent with your orders.
- Be visible.

  NOTE: Let your presence act as a deterrent.

- Direct the individual authoritatively as consistent with your orders.
- If an individual fails to comply or if you are threatened physically, go to a secure position and report the incident as required.
- Report the incident in your shift report and any other required reports.

OBJECTIVE 18

State correct responses to incidents involving the use of force.

- Retreat to a secure position in the face of a clear and immediate threat of bodily harm.
- Use force ONLY if needed to protect yourself and others from bodily harm.

  NOTE: Prevent a violent confrontation, if possible, by a calm manner, decisive voice and action, and a clear course of action.

- Use ONLY enough force to repel an attack or the threat of an attack.

  NOTE: Do not use force to protect property.

- Call for assistance, as consistent with your orders.
- Report the incident as required to your supervisor and in your shift report.

EVIDENCE OF FORCED ENTRY

- Open doors, windows, and gates
- Damaged locks, windows, and fences
- Property damage or vandalism
- Activated alarms, or alarm systems that show signs of tampering
- Unusual sounds

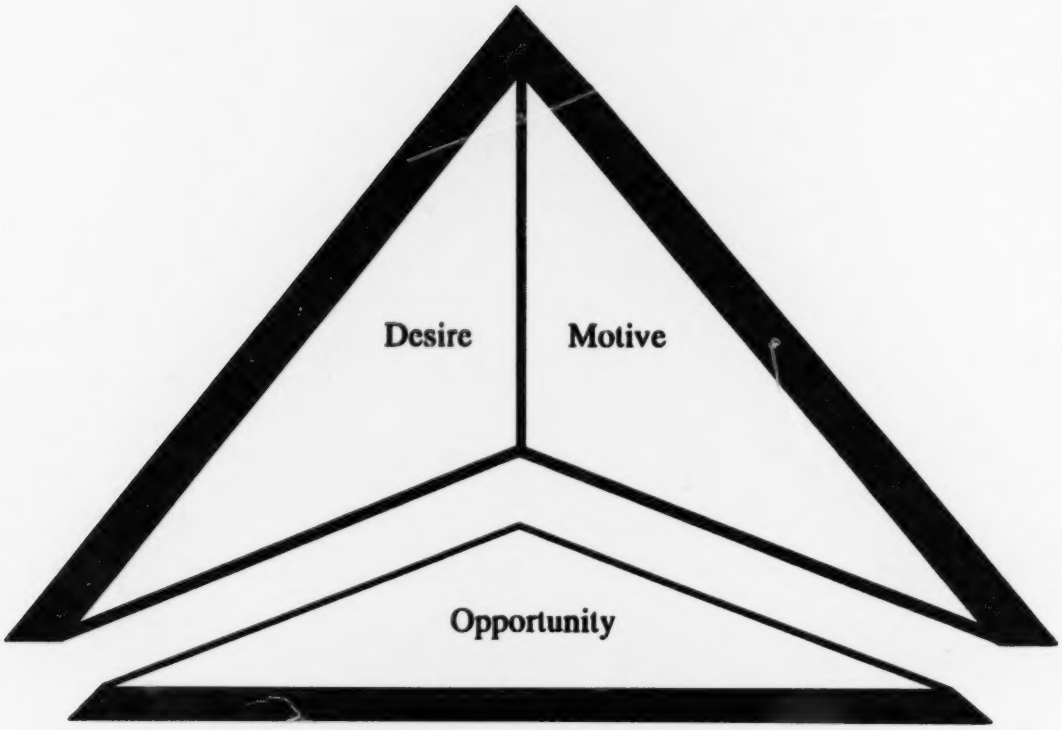
EVIDENCE OF UNAUTHORIZED ENTRY/ACTIVITY

- Missing keys
- Missing visitor passes
- Blank spaces in "sign-out" column of visitor log
- Unattended vehicles on the premises after working hours
- Unauthorized employees on the premises
- Unauthorized non-employees on the premises
- Unusual sounds or activities

POSSIBLE SIGNS OF THEFT

- Missing equipment or property
- Misplaced equipment or property
- Signs of forced or unauthorized entry
- Suspicious activity by employees or others

THE "THEFT TRIANGLE"



You can control Opportunity,
but not Desire or Motive.

BASIC STEPS FOR INVESTIGATING SECURITY INCIDENTS

1. Detect the incident.
2. Contain the incident.
3. Protect the scene of the incident.
4. Report the incident.

   EXAMPLE: To appropriate authorities and in required reports.

SOURCES OF DAMAGE

- Poor weather conditions
- Persons connected with the scene who may try to change the evidence at the scene

  NOTE: These persons may also include other security guards who do not belong at the scene.

- Bystanders who may damage or remove evidence
- Persons wanting to "assist" but who may ruin evidence by accident
- Witnesses, victims, or suspects who may intentionally or accidentally change the scene

GUIDELINES FOR PROTECTING A SCENE

IMPORTANT: If you do not adequately protect the scene, you can lose important evidence.

- Clear the scene of any unauthorized persons.

  NOTE: This includes other security guards who do not belong at the scene.

- Detain all witnesses at the scene.

- Get eyewitness evidence discreetly.

  NOTE: Preserve the privacy of your witnesses.

- Take written statements, make field notes, and collect the names, addresses, and telephone numbers of all persons involved at the scene.

  NOTE: You may have to contact these persons later.

- Protect the scene.

  NOTE: Protect the most important evidence first.

- In the case of bad weather, (1) cover or move the evidence, then (2) record your moving of the evidence from its original position.

RESPONDING TO IN-HOUSE ACCIDENTS

1. Call for assistance.
2. Administer first aid as required.
3. Collect detailed information about the accident from the persons involved, from bystanders, and from the accident scene.
4. Prepare an incident report and any other required reports.

RESPONDING TO MOTOR VEHICLE ACCIDENTS

1. Call for assistance.

2. Administer first aid as required.

3. Collect detailed information about the accident from the persons involved, from bystanders, and from the accident scene.

4. Prepare an incident report and any other required reports.

RESPONDING TO EQUIPMENT FAILURES

1. Contact the appropriate personnel.

2. Secure the equipment as directed.

   IMPORTANT: Never shut-off, restart or attempt to repair damaged or malfunctioning equipment. Always allow qualified personnel to handle any equipment problems.

3. Record the incident.

RESPONDING TO FIGHTS/DISTURBANCES

1. Be visible to the persons involved.

   NOTE: Act as a deterrent, but do not expose yourself to unnecessary risks.

2. Control the situation, and direct the persons involved according to your orders.

3. Call for assistance if needed.

4. Protect bystanders.

5. Investigate the circumstances of the fight or disturbance.

6. Prepare an incident report and any other required reports.

RESPONDING TO A TELEPHONED BOMB THREAT

- Ask the caller detailed questions.

  EXAMPLE:

  - When will the bomb go off?
  - Where is the bomb?
  - What does the bomb look like?
  - What kind of explosive did you use?
  - How powerful is the bomb?
  - How is the bomb placed?

  NOTE: Your employer or client may have special procedures for handling bomb threats. If so, follow those procedures.

- Record the caller's responses to your questions.

  IMPORTANT: Take notes as you ask the questions, and record any characteristics about the caller that might help in determining the caller's identity. Pick up any background noises, accents, and other clues to the caller's identity and the location of the bomb. Keep the caller on the line as long as possible.

RESPONDING TO A TELEPHONED BOMB THREAT

- Notify the proper authorities (consistent with your post orders).

  WARNING: Do not use a radio to report a bomb threat. The radio may cause the bomb to detonate. Use a telephone instead.

- Assist in looking for the reported bomb ONLY if you are requested to do so by the proper authorities AND if you are authorized to do so under your post orders.

  CAUTION: Do not touch or move a suspicious object.

- Follow all instructions for clearing the area, if directed to do so.

  NOTE: Do not cause an alarm. Inform only the proper authorities and know your employer's or client's poiicies for evacuating the premises, including (1) full evacuation, and (2) partial evacuation.

- Record the bomb threat in your incident report and any other required reports.

  NOTE: Include every detail about the incident in your reports, to assist any further investigation.

CONSEQUENCES OF ACTIONS JUDGED ILLEGAL

- Arrested
- Prosecuted
- Convicted
- Imprisoned
- Sued

INCIDENTS INVOLVING ARREST

- Do not make an arrest unless an extraordinary situation exists AND unless authorized by your supervisor or by your employer's or client's policies.

- Be visible.

  NOTE: Let your presence act as a deterrent.

- Direct the individuals as consistent with your orders.

- Report the incident in your shift report and to your supervisor, as required.

INCIDENTS INVOLVING ARREST

NOTE: If a person threatens you or leaves the area, take detailed notes at a secure location and report the incident as required. Never take any unnecessary risks.

INCIDENTS INVOLVING SEARCH AND SEIZURE

- Do not search or seize property unless an extraordinary situation exists AND unless authorized by your employer or client.

  NOTE: You may request identification, and you can inspect items taken into or from the employer's or client's premises if allowed by your employer's or client's policies and consistent with your orders.

- If you must take action, notify your supervisor as consistent with your orders.

- Be visible.

  NOTE: Let your presence act as a deterrent.

INCIDENTS INVOLVING SEARCH AND SEIZURE

- Direct the individual authoritatively as consistent with your orders.
- If an individual fails to comply or if you are threatened physically, go to a secure position and report the incident as required.
- Report the incident in your shift report and any other required reports.

INCIDENTS INVOLVING THE USE OF FORCE

- Retreat to a secure position in the face of a clear and immediate threat of bodily harm.

- Use force ONLY if needed to protect yourself and others from bodily harm.

  NOTE: Prevent a violent confrontation, if possible, by a calm manner, decisive voice and action, and a clear course of action.

- Use ONLY enough force to repel an attack or the threat of an attack.

  NOTE: Do not use force to protect property.

- Call for assistance, as consistent with your orders.

- Report the incident as required to your supervisor and in your shift report.

Name _____ Score _____

OBJECTIVE 19

Record bomb threat details.

INTRODUCTION

Today it is not unusual for business and industry to receive bomb threats by telephone. Many bomb threats are false and are made simply to create panic at the job site and to interrupt operations. However, the possibility always exists that a bomb threat is real. The security guard must handle each bomb threat as real and never assume that the threat is a prank. A quick and correct response to a bomb threat is important in order to prevent panic at the job site and to protect both life and property.

DIRECTIONS

- Listen very carefully to the recorded bomb threat. Take notes if needed.
- Record the details of the bomb threat on the sample form.

BOMB THREAT REPORT

Date of call (Month/Day/Year) _____
Time of call START _____ (A.M./P.M.)

CALLER ID

Name of caller _____

Voice description (check all that apply):

_____ Male	_____ Female	
_____ Young	_____ Middle age	_____ Older
_____ Calm	_____ Excited	_____ Nervous
_____ Agitated	_____ Angry	_____

Can you detect an accent? If YES, describe the caller's accent.

_____

Is the caller's voice familiar? If YES, explain.

_____

Other voice characteristics? _____

_____

Do you notice any background noises? If YES, describe them.

_____

THE THREAT

Why did you place the bomb? _____

When will the bomb go off? _____

Where is the bomb? _____

What does the bomb look like? _____

What kind of explosive did you use? _____

How powerful is the bomb? _____

How is the bomb placed? _____

_____ _____

_____ _____

Time of call END/HANG-UP _____ (A.M./P.M.)

RECEIVER ID

Name _____

Title _____

Address _____

Building/office/department _____

Phone number _____

COMMENTS/REMARKS/OTHER NOTES

Exact words of caller _____

_____

_____

_____

_____

_____

Other _____

_____

ASSIGNMENT SHEET 1

Evaluated to instructor's satisfaction, based on the scenario given by the instructor.

Name _____ Score _____

OBJECTIVE 1 **Identify basic types of security violations.**

1. _____

2. _____

OBJECTIVE 2 **Match the forms of theft (larceny) with their correct definitions.** Write the correct letter in each blank.

a. External theft
b. Internal theft
c. Pilferage

_____1. A form of employee theft involving items of great value or size. Because the stolen items are larger and/or more valuable, the thief must be more careful when removing the goods.

_____2. A form of theft in which a person, often an employee, steals company property in small quantities or takes items of small value.

_____3. A form of theft committed by outsiders, including persons with limited access to the premises and persons without authorized access.

OBJECTIVE 3 **List possible signs of theft.** List six (6) possible signs.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

OBJECTIVE 4 **State guidelines for reducing the availability of items to theft.**

1. _____

_____

2. _____

_____

3. _____

_____

OBJECTIVE 5 **Name basic steps for investigating security incidents.**

1. _____

2. _____

3. _____

4. _____

OBJECTIVE 6 **List sources of damage to the scene of a security incident.**
List four (4) sources.

1. _____

2. _____

3. _____

4. _____

OBJECTIVE 7 **Select from a list basic guidelines for protecting a scene.**
Write an X in the blank beside each guideline.

_____1. Clear the scene of any unauthorized persons, except other security guards.

_____2. Detain all witnesses at the scene.

_____3. Get eyewitness evidence discreetly.

_____4. Take written statements, make field notes, and collect the names, addresses, and telephone numbers of all persons involved at the scene.

_____5. Ask bystanders for assistance when looking for evidence.

_____6. Protect the scene.

_____7. In the case of bad weather, (1) cover or move the evidence, then (2) record your moving of the evidence from its original position.

OBJECTIVE 8 **Arrange in order the response to in-house accidents.** Write the correct number 1-4 in each blank.

_____ Collect detailed information about the accident from the persons involved, from bystanders, and from the accident scene.

_____ Call for assistance.

_____ Prepare an incident report and any other required reports.

_____ Administer first aid as required.

OBJECTIVE 9 **Arrange in order the response to motor vehicle accidents.** Write the correct number 1-4 in each blank.

_____ Collect detailed information about the accident from the persons involved, from bystanders, and from the accident scene.

_____ Administer first aid as required.

_____ Prepare an incident report and any other required reports.

_____ Call for assistance.

OBJECTIVE 10 **Arrange in order the response to equipment failures.** Write the correct number 1-3 in each blank.

_____ Secure the equipment as directed.

_____ Record the incident.

_____ Contact the appropriate personnel.

OBJECTIVE 11 **Arrange in order the response to fights and other disturbances.** Write the correct number 1-6 in each blank.

_____ Be visible to the persons involved.

_____ Control the situation and direct the persons involved according to your orders.

_____ Call for assistance if needed.

_____ Protect bystanders.

_____ Prepare an incident report and any other required reports.

_____ Investigate the circumstances of the fight or disturbance.

OBJECTIVE 12 **Explain the importance of correctly responding to a bomb threat.**

_____

_____

_____

_____

_____

_____

OBJECTIVE 13 **Select from a list basic guidelines for responding to a telephoned bomb threat.** Write an X in the blank beside each guideline.

_____1. Ask the caller detailed questions.

_____2. Record the caller's responses to your questions.

_____3. Notify the proper authorities if you believe the threat might be real.

_____4. Use your radio.

_____5. Assist in looking for the reported bomb ONLY if you are requested to do so by the proper authorities AND if you are authorized to do so under your post orders.

_____6. Follow all instructions for clearing the area, if directed to do so.

_____7. Record the bomb threat in your incident report and any other required reports.

OBJECTIVE 14

Match terms associated with limits of authority with their correct definitions. Write the correct letter in each blank.

a. Arrest
b. Search and seizure
c. Use of force

_____1. "Invading" the person or property of another to discover hidden items or looking into hidden places for concealed items, without permission.

_____2. Restricting the physical movement of a person.

_____3. Using physical contact to prevent something from happening, or a direct or implied threat of physical contact to force someone to do something.

OBJECTIVE 15

List possible consequences of actions judged illegal.

1. _____
2. _____
3. _____
4. _____
5. _____

OBJECTIVE 16

State correct responses to incidents involving arrests.

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____

OBJECTIVE 17 **State correct responses to incidents involving search and seizure.**

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

OBJECTIVE 18 **State correct responses to incidents involving the use of force.**

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NOTICE

The Assignment Sheet in this unit is not part of the Written Test. If you have not completed this Assignment Sheet, check with your instructor.

OBJECTIVE 1

1. Forced entry
2. Unauthorized entry/activity

OBJECTIVE 2

1. b
2. c
3. a

OBJECTIVE 3

Any six (6) signs.

OBJECTIVE 4

1. Identify items that are vulnerable to theft.
2. Report these vulnerabilities to your supervisor.
3. Implement the recommended control measures, according to your employer's or client's policies.

OBJECTIVE 5

1. Detect the incident.
2. Contain the incident.
3. Protect the scene of the incident.
4. Report the incident.

OBJECTIVE 6

Any four (4) sources.

OBJECTIVE 7

2, 3, 4

OBJECTIVE 8

3, 1, 4, 2

OBJECTIVE 9

3, 2, 4, 1

OBJECTIVE 10

2, 3, 1

OBJECTIVE 11

1, 2, 3, 4, 6, 5

OBJECTIVE 12

Today it is not unusual for business and industry to receive bomb threats by telephone. Many bomb threats are false and are made simply to create panic at the job site and to interrupt operations. However, the possibility always exists that a bomb threat is real. The security guard must handle each bomb threat as real and must never assume that the threat is a prank. A quick and correct response to a bomb threat is important in order to prevent panic at the job site and to protect both life and property.

OBJECTIVE 13

1, 2, 5, 6, 7

OBJECTIVE 14

1. b
2. a
3. c

OBJECTIVE 15

1. Arrested
2. Prosecuted
3. Convicted
4. Imprisoned
5. Sued

OBJECTIVE 16

1. Do not make an arrest unless an extraordinary situation exists AND unless authorized by your supervisor or by your employer's or client's policies.
2. Be visible.
3. Direct the individuals as consistent with your orders.
4. Report the incident in your shift report and to your supervisor, as required.

OBJECTIVE 17

1. Do not search or seize property unless an extraordinary situation exists AND unless authorized by your employer or client.

2. If you must take action, notify your supervisor as consistent with your orders.

3. Be visible.

4. Direct the individual authoritatively as consistent with your orders.

5. If an individual fails to comply or if you are threatened physically, go to a secure position and report the incident as required.

6. Report the incident in your shift report and any other required reports.

OBJECTIVE 18

1. Retreat to a secure position in the face of a clear and immediate threat of bodily harm.

2. Use force ONLY if needed to protect yourself and others from bodily harm.

3. Use ONLY enough force to repel an attack or the threat of an attack.

4. Call for assistance, as consistent with your orders.

5. Report the incident as required to your supervisor and in your shift report.

NOTICE

The Assignment Sheet in this unit is not part of the Written Test.